**­LIBRARY AND INFORMATION SCIENCE**

**Morgridge College of Education – University of Denver**

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

**(3 Credit Hours) Section 1**

**Autumn 2018**

**COURSE SYLLABUS for THURSDAY SECTION**

**Instructor:** Mary Stansbury

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**Cell Phone:** 303-968-7854

**Office Phone:** 303-871-3217

**Office Hours:** Mondays, 1:00 pm until 2:00 pm

Wednesdays, 2:00 pm until 4:00 pm

And by appointment

Please note that a walk-in meeting with me during my office hours may not be possible if another student has already scheduled time with me.

**Office Location:** Ruffato Hall #246

**Class Meeting Time:** Thursdays 7:00 pm until 9:20 pm

**Class Location:** KRH 122

**Course Description**

An overview of the theoretical and conceptual foundations of library, archival, and information sciences and an introduction to the information professions, including principles, values, professional organizations, publications, current and future challenges.

**Learning Outcomes, Goals & OBJECTIVES**

1. Identify, describe, and apply theories and concepts to various Library, Archival, and Information Science (LAIS) situations**.**
2. Analyze the nature and application of LAIS professional principles and values**.**
3. Identify and describe the major professional organizations and professional and scholarly publications in LAIS**.**
4. Analyze challenges to the LAIS field**.**

**REQUIRED TEXT**

Hirsh, S. (2015). *Information services today: An introduction* (First ed.). Available in a digital edition through the library.du.edu website. **OR**

Hirsh, S. (2018). *Information services today: An introduction* (Second ed.). London. Rowman and Littlefield.

In addition to the required textbook, additional readings such as articles and web resources, are listed in the Course Schedule. Many of these readings are available full-text via Library Literature & Information Science Full-Text and Retrospective (LLIFT), which is a University Libraries database. Other readings are also available online through sources such as the University Libraries collection of electronic journals or as free-web resources. I encourage you to investigate the Library and Information Sciences LibGuide, available at the University Libraries website.

An essential resource for this course and many others in the program is the *Encyclopedia of library and information sciences,* (3rd ed.) available in digital form through Penrose Library: <http://bianca.campus.du.edu/record=b5420075\>

**COURSE POLICIES**

**APA Style Guide**

The DU LIS Program uses the APA 6th edition for citations and references. Some instructors requiring following the APA paper formatting guide, others require only the citation and reference page guidelines. For LIS 4000, I require only the citation and reference page guidelines.

An online resource that provides substantial information and guidance about the use of APA available through the University Libraries website is: American Psychological Association, compiler, publisher. (2017). *APA style central*.

Another excellent resource for guidance about writing in general, and for specific purposes, can be found at” <https://owl.english.purdue.edu/owl/section/1/>

**Assignments -- General Instructions**

* Only Canvas submissions will be accepted. If there are problems with the electronic file of your document, I will try to let you know as soon as possible.
* Assignments should include a title page with your name clearly indicated, reference list page, and a page number on each page unless otherwise instructed. If a minimum page or word count is an assignment criterion, the title page, references cited page, and appendices do not count as part of the total page or word count.
* Assignments are due by the start-time of class on the due date.   If the assignment is not submitted by the start-time of class on the due date, fifteen (15) points will be automatically deducted.  For each twenty-four hour period the assignment is late, an additional ten (10) points will be deducted.  Exceptions to this rule will be considered on a case-by-case basis.

**Assignments and Sources of Grades for LIS 4000, Autumn 2018**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points** | **Due** |
| Class Participation | 150 points | Throughout |
| Intellectual Freedom Paper | 100 points | 9/27/18 |
| Problem Statement and References List for Literature Review | 150 points | 10/11/18 |
| Literature Review | 300 points | 11/1/18 |
| Portfolio | 100 points | 11/8/18 |
| Final Exam Essays | 200 points | 11/19/18 |
| TOTAL | 1000 points |  |

**Attendance in Class Meetings**

It is in your best interests to attend class meetings. I will use a sign-in sheet to keep track of students who are not attending in order to comply with university grading policies. In addition, your attendance will be a factor in the Class Participation grade. If you miss a class, you will be required to submit a one-page analysis of the assigned readings before the next class meeting.

**Changes to Syllabus**

This syllabus serves as a preliminary guide to the content of LIS 4000. As the instructor, I reserve the right to make modifications to assignments, exams, and readings as needed to better achieve course objectives.

**Class Participation Guidelines**

For each class meeting, you should be prepared for discussion and in-class exercises by being up-to-date with the readings. I will evaluate class participation through my own assessment of your contributions in our class discussions and. The rubric I’ll use for evaluating participation is attached to this syllabus.

**Disability Services**

If you have a disability protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and need to request accommodations, please make an appointment with the Disability Services Program (DSP); 303.871.2455 / 2278 / 7432; located on the fourth floor of Ruffatto Hall.

**E-mail**

Your University of Denver e-mail address is your official address and is the one I use when I initiate correspondence with you. I try to answer e-mails as quickly as possible.

**Grading Scale/Evaluation**

LIS students must make a “B” (3.0) or better in all classes in order for that course credit to count toward the MLIS degree.

Scores for assignments, exams, and any graded learning experience will be posted in the Gradebook section of Canvas.The final grade for the course is based upon the points accumulated in all required activities, e.g., assignments, with the letter grade assigned according to the following scale:

**LIS 4000 Foundations Grading Scale**

|  |  |
| --- | --- |
| A | 930 – 1000 points |
| A- | 900 – 929 |
| B+ | 870 – 899 |
| B | 830 – 869 |
| B- | 800 – 829 |
| C+ | 770 – 799 |
| C | 730 – 769 |
| C- | 700 – 729 |
| D | 600 – 699 |
| F | 599 and below |

**Honor Code, University of Denver**

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

Honor Code Statement

All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, faculty, staff, and administrators as members of the University community. Our values are defined as:

•Integrity: acting in an honest and ethical manner;

•Respect: honoring differences in people, ideas, and opinions; and,

•Responsibility: accepting ownership for one’s own conduct.

Complete information regarding the DU Honor Code, the Code of Student Conduct, and related procedures can be found at [www.du.edu/honorcode](http://www.du.edu/honorcode).

**Incomplete Grades**

Only extraordinary circumstances qualify for discussion of an Incomplete (I) grade.  It is up to you as the student to make me aware of these circumstances as soon as they occur and well before the last week of classes.  It is up to me, as the instructor, to grant an I grade.  Medical emergencies will need validation by a health professional.

**Land Acknowledgement**

We recognized that the University of Denver resides on the traditional territories of the Arapaho, the Cheyenne, and the Ute. The Treaty of Fort Laramie (1851 and 1861) and Cessation 426 within the treaties of Confederated Tribes of Arapaho and Cheyenne removed these indigenous nations from this land. It is with much gratitude that we recognize their descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. We also acknowledge the Southern Ute Tribe and the Ute Mountain Ute Tribe, which are the only two federally-recognized tribes within Colorado. Today, Denver is home to many different citizens of Indigenous nations and we recognize the enduring presence of indigenous peoples on this land.

**Student Responsibilities**

As a student in this course, you are responsible for attending lectures, participating in class discussions, completing readings, and assignments. Your assignment grades will be based upon the criteria described in class meetings, in assignment instructions and in this syllabus.

As a community of practice and as humane professionals, I ask for your help in creating an environment in which we will support each other in difficult conversations, always remain considerate, and acknowledge that intellectual freedom means that differences in opinion are a wonderful thing.

This is a graduate level course; as such, I expect your best and honest effort to go beyond the descriptive and to the level of well-reasoned, analytical expressions both in person and in writing. I do expect you to be prepared for class by being up-to-date with the readings, therefore, plan your time wisely.

**Technological Prerequisites**

You are expected to have achieved competency in basic technological skills and techniques. These competencies are as follows:  word processing; basic e-mail; and, any other online catalog/database searching.

**COURSE SCHEDULE**

Use the objectives for each class meeting to guide your reading and analysis.

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| --- | --- |
| CLASS # and Date | Objectives and Readings |
| CLASS 1  09/13/18 | **Objectives of Class 1**   1. To become acquainted with each other. 2. To understand the LIS 4000 syllabus and the course requirements. 3. To begin considering the information environment and the place of libraries and archives in it. 4. To discuss the features of critical thinking, reading, and writing. |
| CLASS 2  09/20/18 | **Objective of Class 2**   1. To identify and analyze principles and values of the LAIS professions. 2. To participate in a structured small group discussion of the concept of intellectual freedom.   **Readings:**   * Hirsh (2015) Chapters 4, 30, 33, 36 **OR** Hirsh (2018) Chapters 4, 5, 30, 33, 35   ALA Black Caucus, (1977). Opposition statement [to The Speaker].  <http://www.ala.org/tools/sites/ala.org.tools/files/content/Speaker%20opposition%20statement%201978.pdf>  ALA Intellectual Freedom Committee. (1977). The Speaker: A film about freedom. <https://www.youtube.com/watch?v=ojFYx52X-Ys&feature=youtu.be> |
| CLASS 3  9/27/18  It’s Banned Books Week! | **Objective of Class 3**   1. To examine conceptual frameworks in LAIS and identify the concepts and phenomena that are of interest to LAIS. 2. To describe and analyze the issues and approaches presented in LAIS professional and scholarly literature.   **Readings:**  Hartel, J. (2012). Welcome to library and information science: *Journal of Education for Library & Information Science*, *53*, 3, 165-175.  Librarianship studies and information trechnology [blog]. (2018) Five laws of library science by S. R. Ranganathan. Available at:  <https://www.librarianshipstudies.com/2017/09/five-laws-of-library-science.html>  Eastwood, T. (1994). What is archival theory and why is it important? *Archivaria 37*. Available from: <http://journals.sfu.ca/archivar/index.php/archivaria/article/view/11991/12954>. |
| CLASS 4  10/4/18 | **Objectives of Class 4**   1. To describe the types of institutions in LAIS. 2. To describe the other entities related to and affecting LAIS, e.g., publishing.   **Readings:**  Hirsh (2015) Chapters 6-9 **OR** Hirsh (2018) Chapters 6-9 |
| CLASS 5  10/11/18 | **Objectives of Class 5**   1. To explore types of work of LAIS professionals.   **Readings:**  Hirsh (2015) Chapters11-16 **OR** Hirsh (2018) Chapters 13-20 |
| CLASS 6  10/18/18 | **Objectives of Class 6**   1. To describe the array of LAIS professional associations and consider their potential influence on professional paths. 2. To analyze the nature of professional competencies in the LAIS field. 3. To initiate your student portfolio.   **Readings:**  WebJunction. (2014). *Competency index for the library field*. Webjunction. Available from: <https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/2015-03/Competency%20Index%20for%20the%20Library%20Field%20(2014).pdf>  National Park Service (n.d.) *Archivist track: Essential competencies.*  Available from:  <http://www.nps.gov/training/npsonly/rsc/archivst.htm>  Instructions for formatting your student portfolio. Available from: https://morgridge.du.edu/wp-content/uploads/2015/03/LIS-Portfolio-Instructions.pdf |

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| CLASS 7  10/25/18 | | **Objective of Class 7**   1. To discuss the influence of information technology on LAIS organizations and communities.   **Readings:**  Hirsh (2015) Chapters 10, 34 **OR** Hirsh (23018). Chapter 26  Real, B., Bertot, J.C., & Jaeger, P.T. (2014). Rural public libraries and digital inclusion: Issues and challenges. *Information Technology & Libraries*, *33*(1), 6-24. Available from: <https://ejournals.bc.edu/ojs/index.php/ital/article/view/5141/pdf> | |
| CLASS 8  11/1/18 | **Objective of Class 8**   1. To describe and analyze legislation and regulations related to intellectual property, telecommunications, and education, as these areas relate to the field of LAIS.   **Readings:**  Hirsh (2015) Chapters 29, 31, 32, 35 **OR** Hirsh (2018) Chapters 29, 31, 32, 34  Association of Research Libraries. (2014). Fair use FAQs for librarians/general overview.  <http://www.arl.org/storage/documents/publications/fair-use-code-faq-libs.pdf>  SPARC. Why it matters. [n.d.] Available from: <https://sparcopen.org/open-access/> | |
| CLASS 9  11/8/18 | **Objective of Class 9**   1. To discuss the societal trends and predictions of the future in the context of LAIS.   **Readings:**  Center for the Future of Libraries. (2016). Trends. <http://www.ala.org/transforminglibraries/future/trends>  NOTE: Choose 4 of the trends listed in the left menu frame and read the articles about those 4 trends.  Pew Internet and American Life. (2016). Libraries 2016.  <http://www.pewinternet.org/files/2016/09/PI_2016.09.09_Libraries-2016_FINAL.pdf>  Pew Internet and American Life (2018). Stories from experts about the impact of digital life. Available from: <http://www.pewinternet.org/2018/07/03/stories-from-experts-about-the-impact-of-digital-life/>  Smithsonian.com (2014). New poll reveals Americans’ predictions of the future.  <http://www.smithsonianmag.com/arts-culture/new-poll-reveals-americans-predictions-future-180951117/?no-ist> | |
| CLASS 10  Monday, 11/15/18 | **Objectives of Class 10**   1. To connect the dots between the topics and concepts explored in this class. | |

**Class Participation Rubric**

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| --- | --- | --- | --- | --- |
|  | **16-20 points** | **11-15 points** | **6-10 points** | **0-5 points** |
| Engagement and Support of Peers | Consistently and actively supports, engages, and listens to peers. | Makes an effort to interact with peers. | Limited interaction with peers. | No interaction with peers. |
| Preparation | Arrives fully prepared at every class meeting. | Arrives mostly, if not fully, prepared. | Rarely prepared. | Never prepared. |
| Advancement of dialogue | Consistently plays an active role in discussion. Comments advance the level and depth of the dialogue. Refers to materials outside of required readings. | Participates constructively in discussions. Makes relevant comments based on the assigned material. | When prepared, participates constructively in discussions and makes relevant comments based on the assigned material. | Never participates. Demonstrates a noticeable lack of interest in the material. |
| Influence on group dynamic | Group dynamic and level of discussion are consistently better because of the student’s presence and participation. | Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence and participation. | Group dynamic and level of discussion are not affected by the student’s presence and participation. | Group dynamic and level of discussion are harmed by the student’s presence. |
| Professionalism | Consistently is respectful of other students, instructor, and guests. Uses language appropriate for conversations in the formal workplace and with other LAIS professionals. | Is often respectful of other students, instructor, and guests. Frequently uses language appropriate for conversations in the formal workplace and with other LAIS professionals. | Is infrequently respectful of other students, instructor, and guests. Uses common language that is not insulting but may not be appropriate for conversations in the formal workplace and with other LAIS professionals. | Is rude to other students, instructor, and guests. Frequently is holding non-class related conversations with other students during class meetings.  Frequently is using laptop, tablet, or phone in a way unrelated to the class. Uses insulting language. |