

THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC 557 Libraries and Information in Society

Summer 2009

Syllabus

Credit Hours: 3.0

No Prerequisites

Classroom: Marist Hall Room 109

Blackboard: <http://bb8.cua.edu>

Day/Time: Tuesdays and Thursdays, 6:00pm-9:20pm, in-person meetings and online class meetings as per the course schedule.

NOTE: This Syllabus is Subject to Change

Instructor: Dr. Renate Chancellor	Office: 246 Marist Hall
	Hours: By Appointment
E-mail: chancellor@cua.edu	Voice: (202) 319-6272

Course Description

Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. Incorporates historical developments, current trends, and the outlook for the future. Emphasizes the values, principles, legal, and ethical responsibilities of the profession and builds a foundation for each student's ongoing professional development and leadership.

Instructional Methods

The course may incorporate lecture/discussion; guest speakers; group presentations; and research projects. Class meetings will be supplemented by announcements, discussion, and other materials posted on the class Blackboard site (<http://bb8.cua.edu>).

Required Text

Haycock, K. & Sheldon, B. (Eds.) (2008). *The portable MLIS: Insights from the experts*. Westport, Connecticut: Libraries Unlimited.

Other Required Readings

Please see [Course Outline](#)

Optional Supplementary Texts

American Psychological Association. *Publication manual of the American Psychological Association*. 5th ed. Washington, DC: APA.

OWL at PURDUE is a useful website for general APA Guidelines:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Required Technologies

Capabilities Required for Course Delivery and Student Participation:

Blackboard; standard CUA software; CUA library and information system accounts; ability to use ALADIN digital library resources. Every student should have daily access to a computer and high speed internet access.

Tools and Technologies Taught: This course presents the concept of technological innovation as a major factor in librarianship and information professions. It does not teach the use of specific technologies.

Other materials (e.g. lab supplies, calculators) with specifics of what is needed and how to obtain

None

Course Goals:

The course goals are to:

1. Discuss the role of information in society
2. Examine the historical development of the role of information, libraries, and librarianship in society
3. Understand the role of libraries, archives, museums, and other information service organizations in society

4. Identify and discuss the core values and ethical principles associated with librarianship and related information professions
5. Explore the impact of multicultural and diverse populations on librarians and information professionals
6. Understand the policy issues related to the creation, dissemination, preservation, and use of Information

Course Requirements

General Expectations for Students:

- Enroll in Blackboard and check it frequently to receive communications from your instructor (<http://bb8.cua.edu>).
- All assignments should be submitted via the Digital Dropbox by 6pm on the specified due date.
- All assignments should be double-spaced in *Times New Roman*, 12-point font and created using Microsoft Word.
- Consistently follow the *Publication manual of the American Psychological Association* (5th ed.) for formats, citations and references.
- Assignments should be proofread and submitted without grammatical and syntactical errors.
- Incompletes will be granted *only* under extreme circumstances.

Assessment:

<p><u>In-Person and Online Class Participation (30%):</u> Participation in weekly discussions is an important part of your grade and you will be evaluated on your performance. Those who contribute most to the course knowledge base will receive the highest grades in this area. Since this is a blended course, students are expected to attend all in-person class meetings as well as be fully engaged on Blackboard. Students will be assigned discussion teams on the first day of class. Instructions will be provided.</p>
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<p><u>Library/Information Science Luminary Analysis (15%):</u> Write a no more than 3-page double-spaced report on a Library and Information Science luminary figure. Deliver a 5 minutes oral presentation in class. You will sign up for the luminary on the first day of class. Instructions will be provided.</p>
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<p><u>Policy Paper (30%):</u> Write a policy paper (12-15 pages) in which you analyze a significant policy issue confronting information professionals today. Topics may be selected from areas covered in class. You must submit a topic proposal (no more than a paragraph) of your intended topic to the instructor via the Digital Dropbox by June 2, 2009. Instructions will be provided.</p>

<p><u>Group Project: Visit an Information Center (25%):</u> This assignment requires</p>

you to select an information center of your choice make a visit and write a 10-page report. You will present your findings in a presentation on the final day of class. Instructions will be provided.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty is required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Other Policies and Expectations.

Important University Resources:

CUA Network:

All students should know their NT (CUA network) account information and be able to log on to the CUA network. Contact the Center for Planning and Information Technology at 202-319-4357 for assistance.

CUA Libraries:

All students should be able to use the CUA library resources, including the ALADIN online system. Visit the CUA Library homepage at

<http://libraries.cua.edu> for assistance and directions. See also the Mullen Library welcome page at <http://libraries.cua.edu/welcome.html> , or phone (202) 319-5070.

CUA Center for Academic Success:

See <http://success.cua.edu>

Pryzbyla Center

Phone: (202) 319-5655

CUA Counseling Center:

See <http://counseling.cua.edu/services/>

127 O'Boyle Hall

Phone: (202) 319-5765

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu> .

Assessment (Guidelines – May be Adjusted by Instructor)

GRADING:

Assignments are due by 6pm in the Digital Dropbox on the date indicated. Assignments submitted after 6pm are considered late and will be penalized accordingly. Unless prior permission is obtained, grades for late assignments will be reduced by 5 points (out of 100) per day and 2 points for each day thereafter. Assignments more than a week late will not be accepted.

Assignment	%	Due Date
Attendance & Class Participation	10	Weekly
Online Class Participation	20	Weekly
Library Luminary Analysis	15	June 2, 2009
Policy Paper	30	June 18, 2009

Group Project Report and Presentation	25	June 25, 2009

Grading Scale:

96-100	A
95-92	A-
91-89	B+
88-84	B
83-80	B-
79-70	C
Below 70	F

University grades:

The University grading system is available at <http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

COURSE SCHEDULE

Session No./Date	Topic	Assignment
In-Person Class 1 May 19	<ul style="list-style-type: none"> ▪ Introductions ▪ Course overview & structure; operations; requirements ▪ Library and Information Science 	Read Haycock, Introduction, p. xxv-xix & chapter 1. Library Luminary Analysis Assigned

<p>In-Person Class 2</p> <p>May 21</p>	<p>Characteristics of Information</p>	<p>Read: Haycock, chapter 4, Case, pp.-41 63, (Accessible on BB).</p> <p>Buckland, http://people.ischool.berkeley.edu/~buckland/thing.htm</p>
<p>Online Class 1:</p> <p>May 22-29</p>	<p>Libraries, Information & Technology</p>	<p>Read: Bertot, http://findarticles.com/p/articles/mi_m1387/is_2_52/ai_112542827/pg_7/</p> <p>Carr, http://www.theatlantic.com/doc/200807/google</p> <p>Bush, http://www.theatlantic.com/doc/194507/bush</p>
<p>In-Person Class 3:</p> <p>June 2</p>	<p>Library Luminaries</p>	<p>Read: Wayward, p.671-682</p> <p>http://findarticles.com/p/articles/mi_m1387/is_4_52/ai_n7074013/</p> <p>Library Luminary Analysis Due Presentations on Library Luminaries</p>
<p>Online Class 2:</p> <p>June 3-10</p>	<ul style="list-style-type: none"> ▪ Professional Ethics and Practices ▪ Intellectual Freedom 	<p>Read: Haycock, chapters 2 & 3, ALA Code of Ethics: http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm</p> <p>ALA Library Bill of Rights, http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm</p>
<p>In-Person</p>	<p>Information Policy</p>	<p>ALA, http://www.cni.org/docs/infopols/ALA.</p>

<p>Class 4:</p> <p>June 11</p>		<p>html</p> <p>Barlow, http://www.wired.com/wired/archive/2.03/economy.ideas.html</p> <p>Policy Papers Due</p>
<p>Online Class 3:</p> <p>June 12-24</p>	<p>Diverse Populations and Multicultural Values</p>	<p>American Indian Library Association: http://aila.library.sd.gov/</p> <p>Asian/Pacific American Library Association: http://www.apalaweb.org/</p> <p>Black Caucus of the American Library Association: http://www.bcala.org/</p> <p>Reforma: http://www.reforma.org/</p> <p>Chancellor and Chu, http://repositories.cdlib.org/gseis/interactions/vol3/iss2/art4/</p> <p>Preston, http://www.acrl.org/ala/mgrps/divs/acrl/publications/crljournal/1998/sep/preston.pdf</p>
<p>In-Person Class 5:</p> <p>June 25</p>	<p>The Future of Information and Wrap-Up</p>	<p>Group Report /Presentations Due</p>

Bibliography

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