Course Syllabus
LI810XC

Research in Library & Information Science

Summer Semester 2014

Faculty: Mirah Dow, Ph.D.
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Primary Phone: (620) 341-5203
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: June 20-21; August 2-3

Important Dates for Summer 2014

5/19 First Day of Class
5/26 Memorial Day (ESU closed)
7/2 Last Day to Withdraw
7/4 Independence Day (ESU closed)
8/12 Final Grades Due
5/27 Last Day to Add/Drop
8/2 Last Day of Classes

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Introduction to qualitative and quantitative research methods and their applications in library and information science. Principles and procedures for analyzing and evaluating research are introduced. Students learn to be better consumers and critics of published research literature.

(Required) **Prerequisite: LI 801.** (Approved 11/30/11)

**Course Learning Outcomes**

<table>
<thead>
<tr>
<th>By the end of the semester, the student will be able to:</th>
<th>Related class assignment(s)</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the importance of research to the practice of library and information science.</td>
<td>1</td>
<td>6</td>
<td>6C</td>
</tr>
<tr>
<td>2. Discuss ethical issues involved in conducting research.</td>
<td>2,3</td>
<td>6</td>
<td>6C</td>
</tr>
<tr>
<td>3. Explain the stages of the research process.</td>
<td>2,3</td>
<td>6</td>
<td>6A</td>
</tr>
<tr>
<td>4. Define the characteristics of quantitative, qualitative, and mixed methods.</td>
<td>2,3</td>
<td>6</td>
<td>6A</td>
</tr>
<tr>
<td>5. Analyze, critique, and evaluate methods and findings from current library and information science literature.</td>
<td>2,3</td>
<td>6</td>
<td>6B</td>
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(Approved 11/30/11)

Note: Please save the syllabus and artifacts of this course for use in your LI880 Capstone portfolio.

**Instructor Contact Information**

The best way to contact me is to send an e-mail message: mdow@emporia.edu

I’m willing to arrange a scheduled telephone conversation with individual students. This option is not often utilized but always possible.

Office hours are times when I schedule additional opportunities to meet using Adobe Connect Pro. I will be scheduling some office hours for students to meet with me between the first and second weekend. When we are together for the first weekend, we will together determine some best days and times.
Required Readings

**Manual**


**Textbooks**


These textbooks are available in the ESU Memorial Union Bookstore.

**Journal Articles, William Allen White Course Reserves**

Below are the articles that will be used for analysis of research activities. These articles are available electronically in ESU, William Allen White Library, Library Resources, Course Reserves, Dow, Mirah.


Recommended Readings

Below are resources that are likely to be referenced by the Professor. These resources are listed here for your convenience. You are not required to purchase these resources. You need not bring them to class with you. Please consider borrowing and reading as appropriate to your own learning needs.

Books


Website


Learning Activities

Learning Activities

Below is a general list of the kinds of learning activities this course will provide:

Individual

- read required textbook and journal articles (electronic reserves)
- listen and think critically and creatively about information users and information use environments
- discuss the nature of research and options for conducting research
- discuss structured analysis of research
- write structured analysis of research
- use technology to communicate and collaborate, and to create course documents
- discuss lifelong learning for librarians and patrons
Small and/or large group
- discussions
- analysis of research
- presentation

Students are expected to participate in all course learning activities.

Students are expected to use these criteria (listed below) independently to constantly determine if high quality work is being done:
- Complexity (broad, multifaceted, interconnected)
- Conscious awareness (consider current LIS trends and issues)
- Depth of understanding (demonstrate comprehension and knowledge)
- Coherence and logic (makes sense)
- Communication (easy to follow, hear, and/or to see; concise, clear writing)

### Assignments

An instruction document for each assignment is available in the corresponding module.

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Name</th>
<th>Points (100)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Reading Schedule</td>
<td></td>
<td>Throughout</td>
</tr>
<tr>
<td>Module 2</td>
<td>Weekend Participation #1</td>
<td>10 points</td>
<td>June 20-21</td>
</tr>
<tr>
<td>Module 3</td>
<td><strong>Assignment 1</strong>: Topic, Problem, Action</td>
<td>10 points</td>
<td>June 20 (do in-class)</td>
</tr>
<tr>
<td>Module 4</td>
<td><strong>Assignment 2</strong>: After Class Systematic Review of Assigned Article</td>
<td>40 points</td>
<td>July 3</td>
</tr>
<tr>
<td>Module 5</td>
<td><strong>Assignment 3</strong>: Written Evidence-based Action Plan Paper and Research Poster</td>
<td>30 points</td>
<td>Paper, August 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poster, August 3 (create poster on your own time, present in class)</td>
</tr>
<tr>
<td>Module 6</td>
<td>Weekend Participation #2</td>
<td>10 points</td>
<td>August 2-3</td>
</tr>
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# Tentative Course Outline

<table>
<thead>
<tr>
<th>Week by Number</th>
<th>Time Period for Activity</th>
<th>Activity</th>
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</table>
| **Week 1, day one**  
*Do initial reading*  
*Introduce yourself using the introductions discussion thread, Canvas* | May 19, first day of summer school | Begin by briefly reviewing textbooks and electronic reserve articles.  
Read the first weekend Agenda. Use this Agenda as a tool to anticipate your participation in the first weekend. The first weekend Agenda is available Canvas in the Module titled “Weekend Participation #1.”  
Read all the documents posted in Modules 1-6. |
| **Week 1, 2, 3, 4, 5**  
*Read course materials; write your comments and identify issues in provided discussion threads* | May 19 – June 20  
*See reading schedule in Module 1* | **Module 1 - Reading and discussions** |
| | June 20-21, (f2f class weekend)  
*Attend class* | **Module 2, Weekend Participation** - Attend first class weekend in Denver; earn participation points by engaging in the learning activities throughout the weekend.  
**Module 3, Assignment 1:**  
*Topic, Problem, Action* – Complete in-class with Professor’s guidance |
| **Week 6-7:**  
6/23-6/29  
Finalize assignment 2  
6/30-7/6  
Finalize assignment 2 | June 22 – July 3 | **Module 4, Assignment 2:**  
*After Class Systematic Review of Assigned Article* - After class writing due July 3.  
*Continue reading of course materials* |
| Week 8:  
| 7/7-7/13  
| *Work on assignment 3* |
| Week 9:  
| 7/14-7/20  
| *Work on assignment 3* |
| Week 10: 
| 7/21-7/27  
| *Hand in Action Plan Paper on July 25* |

| Week 11:  
| 7/28-8/2  
| *Attend class; present poster of August 3 in-class* |
| Final Grades August 12 |

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<tr>
<th>Module 5, Assignment 3 - Written Evidence-based Action Plan Paper and Research Poster.</th>
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<tr>
<td>Read the second weekend Agenda. Use this Agenda as a tool to anticipate your participation in the second weekend. The second weekend Agenda is available Canvas in the Module titled “Weekend Participation #2”</td>
</tr>
<tr>
<td><em>Continue reading of course materials</em></td>
</tr>
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<thead>
<tr>
<th>Module 6, Weekend Participation #2 - Attend second class weekend in Denver; earn participation points by engaging in the learning activities throughout the weekend.</th>
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<tbody>
<tr>
<td>Saturday, August 3, afternoon, Mock Conference Session</td>
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**Grading Criteria**

An evaluation rubric for each assignment is available in the corresponding module.

Passing: 80% or above
SLIM Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>96 -100</th>
<th>77 - 79</th>
<th>C+</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 95</td>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>87 - 89</td>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>B+</td>
<td>84 - 86</td>
<td>0 - 69</td>
<td>F</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
<td></td>
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SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.
SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.
Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.
Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Dr. / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disbser@emporia.edu