Course Syllabus

LI 801 XR
Foundations of Library and Information Science
Spring Semester 2018

Faculty: Emily Vardell, PhD
E-mail: evardell@emporia.edu
Primary Phone: (620) 341 – 5156
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Online Begins: 1/17
Class Meetings: 1/26-27; 4/13-14

Important Dates for Spring 2018

1/17 First Day of Class 1/30 Last Day to Add/Drop 2/19 Last Day to Withdraw
5/4 Last Day of Classes 5/12 Commencement 5/15 Final Grades Due
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

Recommended for all new MLS students in their first semester. An introduction to information agencies and professions, this course examines the philosophical and ethical underpinnings, roles and societal contexts, and current issues of the global information society. Students explore the role of information in society, change as reflected in paradigm shifts, the theory and processes of information transfer, and the characteristics of information professionals and professional practices. (Required) (Approved 11/9/2011)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe the missions and values of libraries and information organizations from past to present.</td>
<td>1</td>
<td>1</td>
<td>1A, 1B, 1C, 1D</td>
</tr>
<tr>
<td>2 Identify and discuss current and developing issues in library and information management taking into account a variety of political, economic, technological, and social forces.</td>
<td>1, 7</td>
<td></td>
<td>1E, 1F, 1G</td>
</tr>
<tr>
<td>3 Explain and apply the information life cycle.</td>
<td>1</td>
<td></td>
<td>2A</td>
</tr>
<tr>
<td>4 Demonstrate knowledge of the basic principles of information ethics and the ability to apply a model for ethical decision-making.</td>
<td>1</td>
<td>3</td>
<td>1A</td>
</tr>
<tr>
<td>5 Identify and integrate personal values, beliefs, and behaviors with core tenets of the library and information management profession.</td>
<td>1, 7</td>
<td>1</td>
<td>1A, 7A</td>
</tr>
<tr>
<td>6 Develop a vision of professional service and demonstrate adaptability and openness to new ideas</td>
<td>1, 7, 8</td>
<td>1</td>
<td>1A, 1B</td>
</tr>
<tr>
<td>7 Work effectively and collaboratively with others, online, one-to-one, and in large and small groups.</td>
<td>7, 8</td>
<td></td>
<td>1J</td>
</tr>
</tbody>
</table>

Approved 11/9/11
Instructor Contact Information

Please check the Canvas site and your ESU email regularly for general updates about deadlines, feedback, and assignments. If you do not check your ESU email address regularly, please set up email forwarding to your preferred email account so that you do not miss any notices or feedback. Use the course’s Canvas forums for general questions and comments. For urgent or time-sensitive matters, please email me directly at evardell@emporia.edu.

Email is my preferred method for contacting me. Please understand that my response time may vary. I will try to respond within a 24-hour period, but in some cases it may take 2-3 days. If you need assistance with a more detailed question, please schedule a one-on-one appointment or attend my office hours.

Please identify your emails with the course information in the subject line (e.g., 801XR) and/or the body of the message. (This is good practice for all of your graduate school communication.) Put your name on all attachments and assignments, or you may not get credit for your work. Please use a respectful tone and professional language in every email and posting, and always remember that email is ultimately a public venue and can be read by anyone anywhere.

My office hours are Wednesdays from 10 am to 12 pm Central Time. I am available via Skype, Canvas “Chat,” Zoom, and email. Beyond these times, I am happy to meet with you at any time your schedule allows. If my availability changes at all, it will be noted in Canvas in Start Here.

Required Readings


- (This was previously titled Field Guide to Lies. Both versions will work for the purposes of this class, so purchase whichever is most convenient for you.)


Learning Activities

This course is not a lecture course. We will use the flipped classroom model to conduct this course (you can read more about that here.) We will use the primary course textbook (Rubin) to set the broad context for the course themes, but our work will be designed to expand upon, illustrate, and develop course content that is understandable and intellectually engaging. My expectations are that you will read all of the discussion board posts from each other and all of the assigned materials. I encourage you to study and discuss the course material with your fellow
students, but I expect each one of you to develop your own opinions and actively engage in the topical issues at hand. Participation in the online forums and other Canvas activities is crucial in this course. You must participate throughout the week to engage effectively with your classmates. **Do not wait until the end of each module to post all of your content** as that does not allow time for your classmates to provide feedback and engage with your material.

As a graduate level course, this course will require substantial participation and reflection online. Your contributions should demonstrate analysis (most importantly) and synthesis (less significant) of the readings and other assigned activities. As this is your introduction to your graduate study, I will assume professional level engagement and contributions. For each module, I will post a content page called **Start Here** in Canvas. This document (called a content page in Canvas) will provide navigation for the module. It will usually include:

- Lessons, demonstrations, tutorials, etc.
- Readings, resources, and other course content
- Lecture pages
- **Office Hours** for the week or module
- Further instructions for learning activities and assignments

**A note on our Overland Park weekends:**
Not only are you required to be there physically but also mentally. Please take the time to be prepared for academically rigorous weekends together. Being engaged as a member of the class is not only expected, it is required and graded. Take care in-class not to use Facebook, text, etc. Be present in the moment for yourself and for your student peers taking the course.

**A note on online due dates:**
All online assignment due dates are Mondays at 11:59pm unless otherwise noted. This schedule will allow you to use the SLIM Tech team on Monday morning should you encounter any technical difficulties over a weekend and submit your homework on time.

**Assignments**

Brief assignment narrative and their point values are posted within Canvas and below.

**APA / Accessing Scholarly Publications.**
(15% of the course). Due 3/5 @ 11:59pm
This assignment has multiple purposes. The assignment will acquaint you with current library and information science topics, as well as core electronic databases. It extends the content of the textbooks and introduces you to current issues, opportunities, and challenges in the field. This assignment will also increase your awareness of research in library and information studies and how theory is used to investigate, solve problems, and improve professional practice. This assignment is an opportunity to learn and practice writing APA citations and to learn to write annotations. Please **use the APA manual to check your citations carefully** when preparing this assignment.
Ethics Case Presentation.
(25% of the course). Due 4/14 in-class.
The parts of this assignment include:
• pre-work during our first weekend
• reading of Severson’s model
• group-work in Canvas
• brief presentations due during our second weekend (April 14).
Students will work in assigned peer groups on this assignment with further details on the
assignment discussed during the first weekend.

Read/Share Discussions: Current Issues in the Profession.
(25% of the course). Due 5/1 @ 11:59pm
This assignment is designed to give students the opportunity to:
1) Explore a topic related to the content in Weaponized Lies (also known as Field Guide to Lies) and of specific interest to them.
2) Demonstrate the professional traits of collaboration and willingness work with peers both online and in-person. Students will work in self-selected peer groups on this assignment.
3) Demonstrate the students’ understanding of and accomplishment of the Research Literacy Performance Skills.
4) Exhibit professional traits of curiosity for our profession and the inquiry process of discovery.

Course Participation: Discussions, Learning Activities, and In-Class Work.
(35% of the course). Due throughout course.
This portion of your grade consists of engaging in discussions (both online and face-to-face), collaborations, and other activities with your classmates in a timely, professional manner. In person activities will clarify course topics and themes. All of these will relate to broad, foundational issues of librarianship.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA / Accessing Scholarly Publications</td>
<td>Course outcomes: 2 and 7</td>
<td>3/5 @ 11:59 pm</td>
<td>15</td>
</tr>
<tr>
<td>Ethics Case Presentation</td>
<td>Course outcomes: 4 and 7</td>
<td>4/14 in class</td>
<td>25</td>
</tr>
<tr>
<td>Read/Share Discussion: Current Issues in the Profession</td>
<td>ALL</td>
<td>5/1 @ 11:59 pm</td>
<td>25</td>
</tr>
<tr>
<td>Course Participation (Discussions, Learning Activities, In-Class Work, etc.)</td>
<td>ALL</td>
<td>Ongoing throughout the course</td>
<td>35</td>
</tr>
</tbody>
</table>

(100% total)
## Tentative Course Outline

**Please note this outline is subject to change. Check Canvas for up-to-date information.**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/17-1/21</td>
<td>Welcome and Course Overview</td>
<td>Syllabus</td>
<td>Student Profile in Canvas, Due: 1/22</td>
</tr>
<tr>
<td>Week 2: 1/22-1/28</td>
<td>Knowledge Infrastructure</td>
<td>Rubin, Chapter 1</td>
<td>Overland Park Weekend January 26th and 27th</td>
</tr>
<tr>
<td>Week 3: 1/29-2/4</td>
<td>Library History/ Mission of the Profession</td>
<td>Rubin, Chapter 2</td>
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<td>Week 4: 2/5-2/11</td>
<td>LIS Values and Ethics</td>
<td>Rubin, Chapter 10</td>
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<tr>
<td>Week 5: 2/12-2/18</td>
<td>Evaluating Words</td>
<td>Levitin, Introduction and Part II (Evaluating Words)</td>
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</tr>
<tr>
<td>Week 6: 2/19-2/25</td>
<td>The Profession of Librarianship</td>
<td>Rubin, Chapter 5</td>
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</tr>
<tr>
<td>Week 7: 2/26-3/4</td>
<td>Information Literacy</td>
<td>Levitin, Part I (Evaluating Numbers)</td>
<td>APA Assignment, Due: 3/5</td>
</tr>
<tr>
<td>Week 8: 3/5-3/11</td>
<td>Libraries as Place</td>
<td>Rubin, Chapter 3</td>
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<tr>
<td>Week 9: 3/12-3/18</td>
<td>Libraries and Technology</td>
<td>Rubin, Chapter 4</td>
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<tr>
<td>Week 10: 3/19-3/25</td>
<td></td>
<td></td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Week 11: 3/26-4/1</td>
<td>Applications of Information Science</td>
<td>Rubin, Chapter 7</td>
<td>Interview a Librarian, Due: 4/2</td>
</tr>
<tr>
<td>Week 12: 4/2-4/8</td>
<td>Information Policy</td>
<td>Rubin, Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Week 13: 4/9-4/15</td>
<td>Current Issues in the Profession</td>
<td>TBD (see Canvas)</td>
<td>Overland Park Weekend April 13th and 14th Ethics Presentations, Due: 4/14</td>
</tr>
<tr>
<td>Week 14: 4/16-4/22</td>
<td>Intellectual Freedom</td>
<td>Rubin, Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Week 15: 4/23-4/29</td>
<td>Current Issues in the Profession</td>
<td>Levitin, Part III (Evaluating the World)</td>
<td>Read/Share Discussion Reflections, Due: 5/1</td>
</tr>
<tr>
<td>Week 16: 4/30-5/4</td>
<td>Organization of Information (preview of LI804) Course Reflections</td>
<td>Rubin, Chapter 6</td>
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</tbody>
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SLIM Technology Requirements

SLIM has specific hardware, software and network requirements for all students that are specified on the SLIM website at http://tinyurl.com/SLIMtechnology. Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU’s learning management system, and use of video-conferencing software. All students must have devices, high-speed Internet access, and current software for home use that makes possible full participation in extensive course assignments. The ESU financial aid office provides details about possible funding for purchase of computer equipment at https://www.emporia.edu/finaid/.

Grading Criteria

REQUIRED: These criteria should identify all the elements required and the degree of achievement necessary for each assignment.

SLIM Grading Scale

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

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 courses, 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. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s 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 upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s 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. (Updated 8/26/2014)

**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](http://www.emporia.edu/slim/studentresources/policies.html) for more information.

**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/trnsept/grades.html](http://www.emporia.edu/regist/trnsept/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

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. 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 through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and aggregated data is only made available to instructors at least one week after final grades have been submitted. (Updated 4/16/2015)

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 Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu