

**VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE**

**MLIS 7000 Foundations of Library and Information Science
Syllabus--Fall Semester 2004**

Instructor

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4620 Odum Library
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Course Objectives

As a result of the course, students will grow in their

1. understanding of the service perspective and ethics of library and information science professionals.
2. understanding of the role of current technologies in service provision.
3. understanding of the importance of library and information services in a diverse society.
4. knowledge of professional vocabulary.
5. knowledge of the similarities and differences among types of libraries and information centers.
6. familiarity with professional literature.
7. knowledge of employment options.
8. oral and written communication skills.

Class Meetings

Saturdays, 10:00 am -5:00 pm

Sundays, 10:00 am -3:00 pm

Macon section:

Aug. 21-22, Sept. 18-19, Oct. 16-17, Nov. 13-14

Macon State College.

Building E, University System Graduate Center, Room 101

Valdosta section:

Aug. 21-22, Macon State College

Building E, University System Graduate Center, Room 101

Thereafter: Valdosta State University Odum Library, Room

Sept. 25-26, Oct. 23-24, Nov. 20-21

Required Textbooks

For
G

There are two required texts. *Be sure to get the specified editions.*

Rubin, Richard E. *Foundations of Library and Information Science*. 2nd edition. Neal-Schuman Publishers, 2004. ISBN 1555705189.

This book is available now. Here are some sources:

- Special order from the VSU Bookstore
<http://services.valdosta.edu/bookstore/>
- Directly from the publisher <http://www.neal-schuman.com/>

Hacker, Diana. *A Pocket Style Manual*. 4th edition. Bedford/St. Martin's, 2004. ISBN 0312406843.

This book is available now. Here are some sources:

- In stock at the VSU Bookstore
<http://services.valdosta.edu/bookstore/>
- Directly from the publisher: phone 1-888-330-8477

Instead of the Hacker, you may use either the *Publication Manual of the American Psychological Association*, 5th edition (2001) or the *MLA Handbook for Writers of Research Papers*, 6th edition (2003).

WebCT

We will use a WebCT site to supplement our face-to-face classes.

Course Description

3 credits. An introduction to the library and information science field, its history, and future directions. The focus is on the history, concepts, and technological development of the discipline. Students will gain familiarity with library and information theory, the discipline and sub-disciplines within the information sciences, and ethical practices and standards.

Course Prerequisite: None

Course Requirements

| | |
|---|-----|
| 1. Class contributions (in person and within WebCT) | 20% |
| 2. Paper | 10% |
| 3. Poster | 10% |
| 4. Quizzes | 15% |
| 5. Tour report | 5% |
| 6. Tour presentation | 5% |
| 7. Job Ads assignment | 5% |
| 8. Portfolio assignments | 20% |
| 9. Final Exam | 10% |

Evaluation

Grades:

| | |
|--|---|
| Exceptionally exceeds minimum standards: 90-100% | A |
| Exceeds minimum standards: 80-89% | B |
| Meets minimum standards: 70-79% | C |
| Barely meets minimum standards: 60-69% | D |
| Fails to meet minimum standards: below 60% | F |

Academic Dishonesty

“Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the *Student Handbook*, *Student Code of Ethics*.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact Special Services in Nevins Hall, Room 2164, 229-245-2498.

Attendance Policy

This is a face-to-face class. In-class participation is integral to the course design. Therefore, it is expected that students will make consistent, contributive attendance a high priority. If you are compelled to be absent, you remain responsible for all activities and material missed. If you miss a graded activity, you will lose all points for that activity unless you can negotiate a mutually acceptable alternative with the instructor. **A student who is absent for more than eight hours of convened class time (for any reason) will be subject to a reduction of one letter in the final course grade.**

If you have a class conflict, you may attend the corresponding class at the other site. Notify the instructor in advance.

October 8 is the deadline to drop a class without penalty. If by the first of October you have not comfortably adjusted to your new workload, it is strongly suggested that you consider dropping one or more of your classes.

Course Requirements

Quizzes are based on the Rubin text. They will be multiple choice and automated within WebCT. You will have an ungraded “practice quiz” to acquaint you with using the software. Study guides to each chapter will be posted in WebCT.

Quizzes are due on three Wednesdays by 11:59 pm.

| | |
|---------------|--------------|
| Chapters 1-4: | September 29 |
| Chapters 5-8 | October 27 |
| Chapters 9-10 | November 17 |

Final Exam will be an essay exam. It will be posted in WebCT on Sunday, November 21 by 5:00 pm and will be due via E-mail file attachment on or before Wednesday, December 8 at 11:50 pm.

Weekly contributions will be due on Wednesdays by 11:59 pm. Your first one, due on August 25, is called “Meet the Class” on the WebCT Discussion Board. Watch the Discussion Board for future weekly assignments.

Job Ads Assignment

Due on Wednesday, November 31, 11:59 p.m. Earlier submission is fine.

Submit as a discussion post in WebCT.

More specific submission instructions will follow.

Monitor at least two sources of job vacancy announcements for one month.

Some options include

- Lisjobs.com - Jobs for Librarians and Information Professionals
<http://www.lisjobs.com/>
- Library Job Postings on the Internet
<http://www.libraryjobpostings.org/>
- Jobs in Georgia Libraries
<http://www.georgialibraries.org/lib/jobs.html>
- *Atlanta Constitution* Jobs
<http://www.ajcjobs.com/>

Read announcements for the kinds of jobs that might interest you.

Write an analysis of 100-200 words. Identify and briefly describe the sources, and note the overlap or lack thereof between the two sources. Identify the types of jobs you monitored; comment on patterns in required and preferred qualifications; discuss your present fitness for these jobs and what you plan to do during your degree to help make yourself a competitive candidate.

Tour Report and Presentation
Due at September Saturday class.

You will interview a librarian, tour the library where the librarian works and answer the questions below. If others in the class want to go to the same library, respect the librarians' time by going together.

You may do this interview at the library in which you work provided that you choose someone you don't already know well.

PROCESS: Contact a librarian at the library you have chosen. Identify yourself as a student in the VSU MLIS program and explain that you have received this assignment. Request an appointment to interview the librarian and to tour the library. Explain that you will be asking questions to complete the assignment. Take notes while you are with the librarian. A follow up phone call or a personal note of thanks is suggested.

With your notes and your recollection of the interview and tour, write an essay of approximately 500 words (about two typed pages, double spaced). Include the following:

NAME OF LIBRARIAN:

NAME OF LIBRARY:

BACKGROUND OF LIBRARIAN:

The librarian's education and employment experience; why did this person choose to be a librarian; why did the person choose this type of library; to what professional organizations does this person belong.

NATURE OF LIBRARY:

Who are the patrons?

What materials are collected and made available to the patrons?

What services are provided? Which services are most heavily used?

Presentation

Plan a 10 minute presentation to share your experience with the class. Consider using visual aids. *Practice* so that you can stay within the time limit. Presentations that exceed 10 minutes will be "gonged" and will be dropped one letter grade.

Paper

Topic due on or before Wednesday, September 15, 11:59 pm. Send in WebCT mail.
Paper due on or before Wednesday, November 3, 11:59 pm. Send as an attachment in WebCT mail. More specific submission instructions will follow.

Topic: Any topic under the umbrella of library and information science, broadly interpreted.

Length: At least ten pages of text, using 12 point type and one inch margins and excluding figures and bibliography.

Style: American Psychological Association (APA) or Modern Language Association (MLA), applied consistently.

File Format: Word, rtf, or pdf

The purposes of this assignment are to expand your knowledge, to enable you to explore a topic of particular interest to you, to give practice in professional level writing, and to give practice in applying a style manual. The paper will be evaluated on content, writing, and application of style.

The Rubin text and issues of LIS journals may provide help in identifying a topic. You may do a joint paper/poster with one or two other students if you wish.

Diana Hacker's *A Pocket Manual of Style*, 4th edition (Bedford/St. Martin's, 2004) is my favorite source for both writing help and style application. It is succinct and easy to use, in my experience. The basics of APA and MLA styles for print and electronic resources are included. This tool is supplemented by a companion Web site, <http://dianahacker.com/pocket/>

Poster

- Due at November Saturday class.
- Same topic as your paper.
- Restrict to main points.
- Be visual!
- Include your name and contact information on the front.
- If using a “real” poster, make the size approximately 30 x 20 in.
- A digital presentation is another option.

Portfolio Requirement

Each student will create and maintain a professional portfolio. The portfolio is a self-portrait of the author's achievement and potential. The student will begin the portfolio as part of MLIS 7000, the Foundations course. Throughout the program, the student will augment and adjust the contents of the portfolio to reflect his/her professional growth. As part of the Capstone course, which is the exit requirement of the program, the student will present and discuss the portfolio.

The portfolio may be in either paper or electronic format. Paper portfolios may be arranged in notebooks, expandable files, or artists' portfolios. An electronic portfolio might be a CD containing organized pdf files or PowerPoint documents. Each portfolio contains a resume and a goals statement. Other items vary according to the student's experiences, strengths, and career goals. The student chooses artifacts that best illustrate his/her potential as a professional. Examples might include papers or assignments from classes, handouts or newsletters created as part of a job, photographs, or honor certificates.

Objectives

As a result of fulfilling the portfolio requirement, the student will

- assess personal strengths and areas for improvement.
- identify and document his/her professional growth throughout the program.
- improve communication skills using text and graphics.
- create a useful tool for job hunting.

Required Portfolio Elements

- Introduction
- Table of Contents
- Professional Goals Statement
- Current Resume
- Captioned materials
- Summary statement

Selected Resources

On paper portfolios:

Valdosta State University. Department of Political Science. Master of Public Administration Program. *Portfolio Guidelines for PADM7210, Internship in Public Administration or for the City Management Track Exit Requirements*. <<http://www.valdosta.edu/mpa/online/>>. Click on "Portfolio."

On electronic portfolios:

Barrett, Helen C. *How to Create Your Own Electronic Portfolio*. 24 Aug. 2001 <<http://electronicportfolios.com/portfolios/howto/index.html>>.

Portfolio Requirement

Selected Resources continued

On resume writing:

Newlen, Robert R. *Writing Resumes That Work: A How-To-Do-It Manual For Librarians*. New York: Neal-Schuman, 1998.

Works by Tom Jackson, including:

Jackson, Tom. *The Perfect Resume: Today's Ultimate Job Search Tool*. New York: Broadway Books, 2004.

Portfolio Assignments for MLIS 7000

Grading: Portfolio assignments will be graded S or U. Congruence to the assignment in every aspect is required for a grade of S.

1. Create a resume for yourself. In addition to the more obvious elements, consider including:

- Honors
- Relevant experiences outside libraries
 - Work with children
 - Work with the public
 - Others?

- Due Wednesday, September 8 at 11:59 pm
- Send to Dr. Yontz
- Use file attachment to WebCT E-mail.
- Subject line of message must read: RESUME
- Send as a file attachment in Word, rtf, or pdf

2. Create a portfolio for yourself.

- Due at class in October.
- Your portfolio may be either electronic or “actual.” It’s your choice.
- Include all required portfolio elements listed on p. 7.