**SYLLABUS**

**University of Missouri (MU)**

**School of Information Science & Learning Technologies (iSchool)**

**IS\_LT 7305: FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE**

**Semester: Fall 2017**

**Instructor: Twyla Gibson**

**Email:** [gibsontg@missouri.edu](mailto:gibsontg@missouri.edu)

**Email Times**: Note: I respond to emails in the late afternoons and typically within 24 hrs – sometimes it may take as long as 72hrs.

**Phone:** 573.882.5981

**Mobile**: 347.387.7907

**Skype Handle**: twyla.gibson

**Fax:** 573.884.5151

**Office:** 221K Townsend Hall

**Office hours:** Virtual office hours will be scheduled at different times throughout the semester.

**Canvas Site:** <https://courses.missouri.edu>

**Course Format:** online, asynchronous

**COURSE OVERVIEW**

**Calendar (Short) Description**

7305 Foundations of Library & Information Science. (3 cr.hr.) An introduction to the background, contexts, organizations, issues, ethics, values, and terms of information science, the information professions, and the library as an idea, space, institution, and repository of the cultural record.

**Detailed Course Description**

This three credit-hour asynchronous online course in the historical and philosophical foundations of library and information science examines the “idea of the library” and the influence of librarianship and information science in intellectual and cultural history. We study the origins and development of libraries and related institutions (universities, archives, and museums) in light of revolutionary changes in communication and information media and technologies. The focus is on fundamental theoretical principles, ethics, assumptions, and values; the issues at the center of current debates in the literature; and the challenges and prospects for the future of the book, research, institutions, and the information professions.

**Prerequisites**

There are no prerequisites for this course beyond enrollment in a graduate program at MU.

**FORMAT**

The course is online and asynchronous. An online course means that you study and interact with the professor and your peers over the Internet using the Canvas course management tool. An asynchronous course means that we do not meet together as a class at a specific time and place -- either online or face-to-face.

**Canvas Course Management System**

For this course will be using the Canvas system that has been officially adopted by the University of Missouri.

**Course Modules and Units**

The course content materials have been divided into six Modules and 15 Units. The Modules contain groupings of two or three Units around a particular theme. Each Unit has a date. This date will help you pace yourself so that you are up-to-speed with the readings and prepared to contribute to the class discussions under the Discussions tab. You will be progressing week by week with your cohort, interacting online. Lectures and/or Course notes for each Unit are not all in place at the beginning of this term – they will be posted by or on the date indicated for that week.

**Groups**

Since this course has a large enrollment, I will be dividing the class into two groups of about 25 each for the class discussions. Having two groups for the discussions will mean that it is not so intimidating or unwieldy to try to read and comment on the work of others. You are of course quite welcome to read the alternative discussions and post remarks.

**GRADUATE SCHOOL POLICY ON CHANGES TO A SYLLABUS**

The MU Graduate School allows changes to a syllabus throughout a course. I will be finalizing required readings and making minor changes to the Units up until the end of Module 2, Unit 3. This will allow you to provide input on the course readings (other than the textbooks) before we settle on the final line-up of required materials. I have included a thread in the Discussions tab for your input. Please share your questions, difficulties, ideas, and suggested optional readings with all of us so that we can shape and improve this key course in our program so that it functions well and meets your needs and expectations. Core introductory courses are always a challenge. You need to master the theories, methods, and definitions upon which all higher-level knowledge will be constructed. That is not easy! Help me to make learning this information as easy and enjoyable as possible.

**REQUIRED COURSE MATERIALS**

Two textbooks are required. We will read most of the chapters in these two texts—though we will not follow the same order as in the books. Other materials are posted on the course site.

Rubin, Richard E.[*Foundations of Library and Information Science*](http://www.alastore.ala.org/detail.aspx?ID=11528). ALA Neal-

Schuman, 2016. ISBN-13: 978-0-8389-1370-3

Greer, Roger C., Robert J. Grover, and Susan G. Fowler. *[Introduction to the Library and](http://www.barnesandnoble.com/w/introduction-to-the-library-and-information-professions-roger-c-greer/1116915283?ean=9781610691574)*

*[Information Professions](http://www.barnesandnoble.com/w/introduction-to-the-library-and-information-professions-roger-c-greer/1116915283?ean=9781610691574)*. 2nd ed. Westport, CN: Libraries Unlimited, 2013.

ISBN-978-1-61069-157-4

**RECOMMENDED (BUT OPTIONAL) COURSE MATERIALS**

Since this is the first graduate course in LIS for most of you, I have included a number of items in each Unit to expose you to some of the best work in the professional literature on a topic. These optional readings and materials are listed on the Canvas site with links to the article in the MU Libraries. I offer these materials to supplement readings from the course textbooks and to help you become familiar with the literature and other media in LIS.

These items (chapters, articles, videos, websites) should enrich your knowedge of our profession by offering details and perspectives that go beyond the basic information in the textbooks. These materials should also give you a head start in researching the various subject areas covered by the course in order to decide on a topic for the research paper (e.g., look at the bibliographies of these articles to find other quality resources on a subject area).

For the written assignments, I recommend that you purchase the three style guides; they will be excellent resources during your graduate career in the LIS Program and beyond. The hard copies are easier to use than the online versions but they are expensive. [Style guides](http://libraryguides.missouri.edu/citationguide) are available through University of Missouri Libraries. I warn you that it is unlikely that these abridged online versions contain sufficient examples of the full range of cases for either the bibliography assignments in the course or for other courses during the degree. Also be careful of citation generators and converters. You must check them carefully as the automatic process does create a number of errors, particularly with complex entries.

The preferred format for referencing for all assignments follows *The Chicago Manual of Style* (the regular format with the date at the end of the entry, NOT the “author date” format). However, other citation formats are also acceptable (American Psychological Association (APA) or Modern Languages Association (MLA).

[*The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*](http://www.chicagomanualofstyle.org/home.html). 16th ed. Chicago and London: The University of Chicago Press, 2010.

[*Publication Manual of the American Psychological Association*](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618)*.* 6th ed. Washington, DC: American Psychological Association, 2009.

Modern Language Association of America. [*MLA Handbook*](https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Eighth-Edition). 8th ed. New York: Publications of the Modern Language Association of America, 2016.

**PURPOSE AND ORGANIZATION OF THE COURSE**

This is the core foundations course in library and information science. Its purpose is to help you acquire the basic knowledge that will lay the groundwork for more advanced courses in this graduate program and ultimately, provide the scaffolding that will prepare you for a career as a 21st Century information professional. The course responds to both the American Library Association’s Core Competences for Foundations and Research and the goals of the Library and Information Science Program at the University of Missouri. To ensure that your training in library and information science builds on solid footing, the course is tightly organized around both the ALA Core Competences and MU’s LIS Program Objectives.

Practically speaking, this means that 7305 is a survey course—that is, a course that deals briefly with the chief topics in a wide field of professional knowledge. Still, the course is not limited to broad sweeps over the LIS terrain. The overview of professional knowledge is combined with opportunities for deep soundings in particular areas that will launch you into specialized fields of research.

**ALA CORE COMPETENCIES AND LIS PROGRAM LEARNING OBJECTIVES**

**American Library Association’s Core Competences** Through extensive consultation with librarians and information scientists, the American Library Association (ALA) has developed a list of “[Core Competences](http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)” that LIS professionals are expected to know.

The Learning Objectives and Units in this course map onto the ALA’s list of core competences for Foundations in a near one-to-one match. The competences for Research are concentrated in Unit Four, but related readings on LIS literature and research also appear in various other Units throughout the course. At the conclusion of this course, you will be able to clearly articulate and demonstrate a high level of competency in the basic core areas of Foundations and Research deemed crucial to librarianship and information science by the American Library Association:

1. Foundations of the Profession: 1A-K

6. Research: 6A-C

**Library and Information Science Program Objectives**

|  |  |  |
| --- | --- | --- |
|  | **LIS PROGRAM OBJECTIVE** | **ALA CORE COMPETENCY** |
| **LIS Objective 1** | apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship. | 1A; 1C-F; 1H, 1K |
| **LIS Objective 5** | recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning. | 1H |
| **LIS Objective 6** | apply cross-disciplinary perspectives to inform best practices in library and information agencies. | 1I; 6A-C |
| **LIS Objective 7** | conduct, critically evaluate, and strategically apply research to libraries, information agencies, and communities. | 1C; 1E |
| **LIS Objective 8** | recognize the need for additional competencies in specialized areas and relevant standards from the applicable accrediting bodies and professional associations. | 1K |

**LEARNING OBJECTIVES AND OUTCOMES**

**At the end of this course you will be able to:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CLASS OBJECTIVE** | **LIS PROGRAM OBJECTIVE** | **ALA CORE COMPETENCY** |
| 1 | Describe, extrapolate upon, and apply knowledge of the foundations of the profession. This includes the theoretical principles, methods, assumptions, values, and ethics that have informed the information professions over time. Competency is demonstrated through satisfactory grades on contributions to written class discussions, bibliographies, a review of the literature, outline, and major research essay; | 1 | 1A |
| 2 | Demonstrate a strong grasp of the fundamentals of interdisciplinary, quantitative, qualitative, and mixed research methods and techniques. This will be shown by effectively applying one or more of these approaches to the analysis of complex problems in library and information science. The objective is to create appropriate solutions as measured through discussion responses, and a term research project; | 6 | 1I; 6A-C |
| 3 | Show you can apply your knowledge of the role of library and information professionals in the promotion of democratic principles and intellectual freedom including freedom of expression, thought, and conscience. Skills will be demonstrated through a literature review, outline, and a final essay; | 1, 7 | 1B |
| 4 | Reconstruct the history of libraries and librarianship as exhibited through discussion interactions and a significant research project; | 1 | 1C |
| 5 | Trace the history of communication and information technologies—from clay tablets to digital records—and the impact of shifts in media on libraries and librarianship. Familiarity with the history of media will be shown through informal comments online, a review of LIS literature, an outline, and a research essay; | 1, 7 | 1D |
| 6 | Provide an account of the origins, development, and current status of various types of libraries (e.g., academic, public, school, special) and closely related information institutions (archives, museums) as demonstrated through class discussions, and satisfactory scores on quizzes; | 1, 8 | 1E |
| 7 | Demonstrate your ability to identify and track social, public information, economic, and cultural policies and trends of significance to the library and information profession by engaging with issues in discussions and in a significant research essay; | 1 | 1F |
| 8 | Show high-level comprehension of the legal framework within which libraries and information agencies currently operate as exhibited through discussions; |  | 1G |
| 9 | Exhibit effective oral and written communication in all assignments; |  | 1I |
| 10 | Show an ability to list certification and licensure requirements as measured in online quizzes; and | 1, 8 | 1K |
| 11 | Evidence a thorough understanding of the importance of effective advocacy through discussion comments. | 1, 5 | 1H |

**HOW TO MEET LEARNING OBJECTIVES**

Demonstrating that you have met the learning objectives for the course will require steady progression through the materials in the various course Learning Modules and Units, concentrated effort on the assignments, and considered contributions to the discussions. There are a range of assignments; these are not long but the writing will need to be condensed and succinct. You will be successful if you study the course materials, follow instructions for assignments, use feedback, contribute your best ideas on the readings and engage with your classmates via the discussions, choose your research topic carefully so that that it showcases your critical skills and abilities in relation to the core competences and LIS Program Objectives, and demonstrate that you are meticulous with wording, formatting, proofreading, and the mechanics of documentation.

**SCHEDULE**

Readings, notes, Powerpoints etc. will typically be posted on Wednesdays by end of day. I will send notifications to alert you that we are moving to the next Unit and that materials have been added to the site.

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| --- | --- | --- | --- |
| **CONDENSED COURSE SCHEDULE: LEARNING MODULES AND UNITS** | | | |
| **IS\_LT 7305: FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE** | | | |
| ***MODULE 1: INTRODUCTION AND THE “IDEA OF THE LIBRARY”*** | | | **ALA** |
| **UNIT 1** | **08/23/17** | **Introduction to Library and Information Science** |  |
| **UNIT 2** | **08/30/17** | **“The Library” and “Information” in the History of Ideas** |  |
| ***MODULE 2: PRINCIPLES, ETHICS, AND VALUES*** | | |  |
| **UNIT 3** | **09/06/17** | **Foundational Principles, Ethics, and Values of the LIS Professions** | **1A** |
| **UNIT 4** | **09/13/17** | **Information Professionals, Democracy, & Intellectual Freedom** | **1B** |
| ***MODULE 3: PROBLEM-SOLVING, METHODS, LIS LITERATURE, COMMUNICATION*** | | |  |
| **UNIT 5** | **09/20/17** | **Methods: Analysis, Assessment, & Solutions** | **1I; 6A** |
| **UNIT 6** | **09/27/17** | **Methods II: Interdisciplinary, Cross-disciplinary, Transdisciplinary** | **1I; 6A** |
| **UNIT 7** | **10/04/17** | **Research Findings & Literature of LIS; Assessing New Research** | **1I; 6B-C** |
| ***MODULE 4: HISTORY OF LIBRARIES, LIBRARIANSHIP, AND TECHNOLOGY*** | | |  |
| **UNIT 8** | **10/11/17** | **History of Libraries and Librarianship** | **1C** |
| **UNIT 9** | **10/18/17** | **History of Communication and its Impact on Libraries** | **1D** |
| **UNIT 10** | **10/25/17** | **Effective Communication Techniques: Oral and Written** | **1J** |
| ***MODULE 5: INSTITUTIONS & PROFESSIONS TODAY: LAW, POLICIES & TRENDS*** | | |  |
| **UNIT 11** | **11/01/17** | **Current Types of Libraries and Related Information Institutions** | **1E** |
| **UNIT 12** | **11/09/17** | **Legal Framework: Copyright, Privacy, Rights, Equality, Property** | **1G** |
| **UNIT 13** | **11/15/17** | **Social, Public, Economic, Info, and Cultural Policies & Trends** | **1F** |
| ***MODULE 6: SPECIALIZATIONS, CERTIFICATION, AND ADVOCACY*** | | |  |
| **UNIT 14** | **11/29/17** | **Certification and Licensure for Professional Specializations** | **1K** |
| **UNIT 15** | **12/06/17** | **Advocacy: Libraries, Librarians, Workers, & Services** | **1H** |

**EVALUATION**

Detailed instructions and rubrics for the assignments are posted on the Assignments page;

look on the course menu under “Assignments.”

**List of Course Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***ASSIGNMENT*** | ***DUE DATE*** | ***POINTS*** |
| ***MODULE 1*** | Bio and Statement of Interests |  | 15 |
| ***MODULE 2*** | Principles, Ethics and Values Assignment |  | 25 |
| ***MODULE 3*** | Methods Assignment, 1000 words |  | 30 |
| ***MODULE 4*** | History Assignment, 2000 words |  | 40 |
| ***MODULE 5*** | Institutions and Trends Assignment, 3000 words |  | 50 |
| ***MODULE 6*** | Advocacy Assignment, 1500 words |  | 20 |
|  | Contributions to Discussions |  | 20 |
|  |  |  |  |

***MODULE 1 ASSIGNMENT:*** Bio and Statement of Interests: submitted on Assignments page and posted on Discussions Board. Thursday, August 31th, 08/30/17, 15 points.

***MODULE 2 ASSIGNMENT:***  Bibliography Assignment - Principles, Ethics and Values. 09/21/17, 25 points.

***MODULE 3 ASSIGNMENT:***  Methods: 1,000 word Literature Review plus Bibliography. Thursday, October 11th, 10/12/16, 30 points.

***MODULE 4 ASSIGNMENT:*** History Essay Assignment: 1,000 word (4 page) A brief essay on a topic of your choice in foundations of LIS that uses one or more of the various methods we cover in the course. Choice of Research Paper or Encyclopedia Entry; detailed instructions on Assignments page. Thursday, November 8th, 11/09/17, 40 points.

***MODULE 5 ASSIGNMENT:*** Final Term Research Project: 2,500-3,000 words (10-12 double-spaced pages) plus final refined bibliography. A project on a topic of your choice in foundations of LIS that uses one or more of the various methods we cover in the course. Choice of Research Paper or Encyclopedia Entry; detailed instructions on Assignments page. Due Thursday, December 6th, 12/07/17, 50 points.

***MODULE 6 ASSIGNMENT:*** Advocacy Assignment. Argument advocating for the value of libraries framed as a letter to your government representative. 20 points.

7. Discussion Participation: regular postings, 20 points.

**Total points for assignments: 200**

Bonus Points: 5 points.

**Total including bonus points: 205**

Quizzes. Test your grasp of key concepts and terminology in the field of library and information science. Beginning with Unit 3, two questions for each Unit based on required readings; questions are worth one point each. Take them for fun and to check on how well you processed the readings – they do not count toward the grade.

**GRADING AND CREDIT POLICIES FOR GRADUATE STUDENTS** For general information about grading, see the MU Graduate College’s [*Grading & Credit Policies*](http://gradstudies.missouri.edu/academics/progress/grading-credit.php)web page.

**COURSE GRADING SCALE**

185-200 points = outstanding, A+ (Grade Point Average, GPA: 4.0)

175-184 points = excellent, A (GPA: 4.0)

165-174 points = very good, A- (GPA: 3.7)

155-164 points = good, B+ (GPA: 3.3)

145-154 points = satisfactory, B (GPA: 3.0)

140-144 points = satisfactory, B- (GPA: 2.7)

135-139 points = marginal, C+ (GPA: 2.3)

130-134 points = marginal, C (GPA: 2.0)

125-129 points = unsatisfactory, C- (GPA:1.7)

below 124 = fail, F

**EXTENDED COURSE SCHEDULE**

***MODULE 1: INTRODUCTION AND THE “IDEA OF THE LIBRARY”***

**UNIT 1: INTRO 08/23/17**

**introduction to the profession of library and information science**

ALA Core Competence, Foundations of the Profession

1A: The foundational principles, ethics, and values of the library and information science professions

Library and Information Science Program Objectives

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

**REQUIRED READINGS**

American Library Association, “[Core Competences](http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf).”

Gleick, James. *The Information: A History, A Theory, A Flood*. New York: Pantheon Books, 2011. [Read Chapters 1-2, pp. 3-50].

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013.

[Chapter 9, “The Infrastructure of the Information Professions,” pp. 149-164].

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 1, “The Knowledge Infrastructure,” pp. 149-164].

**RECOMMENDED READINGS**

~~“~~[~~Pierre Bayard and Umberto Eco - How to Talk About Books You Haven’t Read~~](https://www.youtube.com/watch?v=X41aZlw503U) ~~- NYPL Live,” YouTube video, 1:55:32, from an interview broadcast by New York Public Library on November 17, 2007, posted by “pawsoned,” August 19, 2011 [this is a fun video with two great public intellectuals. Fast forward through the less exciting parts].~~

“[Chrystie Hill - Libraries Present and Future](https://www.youtube.com/watch?v=ohKEWTXk0F8),” YouTube video, 12:38, from a performance broadcast by TEDx on 2011, posted by “TEDx Talks,” December 28, 2011.

Schmidt, Eric, and Jared Cohen. *The New Digital Age: Reshaping the Future of People, Nations, and Business*. New York: Alfred A. Knopf, 2013. [Chapter 1, pp. 3-31].

**UNIT 2: IDEA 08/30/17**

**“The universal library” in the history of ideas**

ALA Core Competence, Foundations of the Profession

1B: The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

Library and Information Science Program Objectives

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

**REQUIRED READINGS**

Borges, Jorge Luis. “Borges, Jorge Luis. “The Library of Babel.” *Collected Fictions*. Trans. Andrew Hurley. NewYork: Penguin, 1998.

Eco, Umberto. “De Biblioteca.” In Höfer, Candida. *Libraries*. Introduction by Umberto Eco. [translated from the Italian by Alastair McEwan]. London: Thames & Hudson, 2005.

Rowe, Christopher. “[Borges, Digitisation, and the Myth of a Universal Library](http://firstmonday.org/ojs/index.php/fm/article/view/3237/3416).” *First Monday*. 18, no 2 (2013).

“Helen Shenton – Collaboratories and Bubbles of Shush – How Libraries are Transforming.” YouTube video, from a performance broadcast by TEDx in 2014, posted by “TEDx Talks,” Dec 3, 2014.

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 2, “From Past to Present: The History and Mission of Libraries,” pp. 31-81].

**OPTIONAL READINGS**

**American Library Association,** [The Center for the Future of Libraries](http://www.ala.org/transforminglibraries/future)**.**

Garrett, Jeffrey. ”Missing Eco: On Reading The Name of the Rose as Library Criticism.” *Library Quarterly* 61 (1991): 373-88.  Reprint. *Contemporary Literary Criticism*. Edited by Jeffrey W. Hunter. Detroit: Gale Group 142 (2001): 74-81.

**Matheson, Nina W., and William H. Welch. “The Idea of the Library in the Twenty-first Century.” *Journal of the Medical Library Association* 100 (October 2, 2012): 1–7. [A selection from the Bulletin of the Medical Library Association, 83, no. 1 (1995): 1-7].**

Neal, J. G. “What Do Users Want? What Do Users Need? W(h)ither the Academic Research Library?” *Journal Of Library Administration* 49, no. 5 (2009): 463-468.

**Talvé, Annie. “Libraries as Places of Invention.” *Library Management* 32, no. 8/9 (December 2011): 493–504.**

**Too, Yun Lee. “The Library (as) a Book: The Fantasy of the Total Text.” *The Idea of the Library in the Ancient World*. Oxford, UK: Oxford University Press, 2010. [Chapter 4, pp. 116-142].**

**Watson, Les. “The Future of the Library As a Place of Learning: A Personal Perspective.” *New Review of Academic Librarianship* 16, no. 1 (April 2010): 45–56.**

[Idea Stores and Libraries, London, UK](http://www.ideastore.co.uk/)**.**

*The Name of The Rose*. DVD. Directed by Jean-Jacques Annaud. Los Angeles, CA: 20th Century Fox, 1986. [See the entire movie if possible].

***MODULE 2: PRINCIPLES, ETHICS, AND VALUES***

**UNIT 3: PRINCIPLES 09/06/17**

**foundational principles, ethics, and values of the LIS professions [1A]**

ALA Core Competence, Foundations of the Profession

1A: The foundational principles, ethics, and values of the library and information science professions

Library and Information Science Program Objective

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

**REQUIRED READINGS**

American Library Association, **“**[Code of Ethics](http://www.ala.org/advocacy/proethics/codeofethics/codeethics)**.”**

American Library Association “[Core Values](http://www.ala.org/advocacy/intfreedom/statementspols/corevalues): Access; Confidentiality/Privacy; Democracy; Diversity; Education and Lifelong Learning; Intellectual Freedom; Preservation; The Public Good; Professionalism; Service; Social Responsibility.”

American Library Association Statement: “[Freedom to Read](http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement).”

American Library Association Statement: “[Libraries: An American Value](http://www.ala.org/advocacy/intfreedom/statementspols/librariesamerican).”

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013.

[Chapter 1, “Introduction,” excerpted sections on Theory, pp. 3-7; Chapter 4, “The Science Supporting the Information Professions,” pp. 45-57].

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 10, “The Values and Ethics of Library and

Information Science,” pp. 533-579].

**OPTIONAL READINGS**

**Principles**

Budd, John M. “Meaning, Truth, and Information: Prolegomena to a Theory.” *Journal of Documentation* 67 no. 1 (2011): 56-74.

**Fleming-May, Rachel A. “What Is Library Use? Facets of Concept and a Typology of Its Application in the Literature of Library and Information Science.” *Library Quarterly* 81, no. 3 (2011): 297–320.**

Hjørland, B. “Library and Information Science: Practice, Theory, and Philosophical Basis.” *Information Processing & Management* 36, no. 3 (2000): 501-531.

Carr, P. L. “Reimagining the Library as a Technology: An Analysis of Ranganathan’s Five Laws of Library Science within the Social Construction of Technology Framework.” *Library Quarterly* 84, no. 2 (2014): 152-164.

**Ethics**

Fox, Melonie J. and Austin Reece. “Which Ethics? Whose Morality?: An Analysis of Ethical Standards for Information Organization.” *Knowledge Organization* 39, no. 5 (2012): 377-383.

Kendrick et al. “Impact of the Code of Ethics on Workplace Behavior in Academic Libraries.” *Journal of Information Ethics* 20, no. 1 (2011): 86–112.

**Spinello, Richard A. “Information and Computer Ethics.” *Journal of Information Ethics* 21, no. 2 (2012): 17-32.**

**Values**

**Foster, Catherine and David McMenemy. “Do Librarians Have a Shared Set of Values? A Comparative Study of 36 Codes Of Ethics Based On Gorman’s Enduring Values.” *Journal of Librarianship and Information Science* 44, no. 4 (2012): 249–262.**

**UNIT 4: DEMOCRACY 09/13/17**

**information professionals, democracy, & intellectual freedom [1B]**

ALA Core Competence: Foundations of the Profession

1B: The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

Library and Information Science Program Objectives

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship

**REQUIRED READINGS**

American Library Association, ed. *Intellectual Freedom Manual*. 8th ed. Chicago:

American Library Association, 2010. Print.

**Cooper, Jessica. “Intellectual Freedom and Censorship in the Library.” *Community & Junior College Libraries* 16 (2010): 218–224.**

**Jaeger, Paul T. and Ursula Gorham, Lindsay C. Sarin, and John Carlo Bertot. “Libraries, Policy, and Politics in a Democracy: Four Historical Epochs.” *Library Quarterly: Information, Community, Policy* 83, no. 2 (2013): 166–181.**

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 9, “Intellectual Freedom,” pp. 487-533].

**OPTIONAL READINGS**

**Archer, Douglas. “Intellectual Freedom and Academic Libraries: New Challenges.” *Indiana Libraries*. 31, no. 1 (2012): 13-17.**

Barniskis, Shannon Crawford. “Access and Express: Professional Perspectives on Public Library Makerspaces and Intellectual Freedom.” *Public Library Quarterly* 35, no. 2 (2016): 103-125.

Knox, E. J. “Supporting Intellectual Freedom: Symbolic Capital and Practical Philosophy in Librarianship.” *The Library Quarterly: Information, Community, Policy* 84, no. 1 (2014): 8-21.

***MODULE 3: PROBLEM-SOLVING, RESEARCH METHODS, LITERATURE OF LIS, & COMMUNICATION***

**UNIT 5 09/20/17**

**methods I: analyzing problems, assessing findings, and creating effective solutions using quantitative, qualitative, and mixed methods approaches [1I; 6A]**

ALA Core Competence: Foundations of the Profession

1I: The techniques used to analyze complex problems and create appropriate solutions.

ALA Core Competence: Research

6A: The fundamentals of quantitative and qualitative research methods.

Library and Information Science Program Objectives

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

Objective 6: apply cross-disciplinary perspectives to inform best practices in library and information agencies.

Objective 7: conduct, critically evaluate, and strategically apply research to libraries, information agencies, and communities.

**REQUIRED READINGS**

Mack, Natasha, Cynthia Woodsong, Kathleen M. Macqueen, *et. al*. “Qualitative Research Methods: A Data Collector’s Field Guide,” 2011. Family Health International. [Module 1, “Overview,” pp. 1-8].

Van Epps, Amy S. “Librarians and Statistics: Thoughts on a Tentative Relationship.” *Practical Academic Librarianship: The International Journal of the SLA Academic Division* 2, no. 1 (2012): i-xiii.

**OPTIONAL READINGS**

~~Booth, Andrew. “Research or Evaluation: Does it Matter?”~~ *~~Health Information & Libraries Journal~~* ~~26, no. 3 (Sept. 2009): 255-258.~~

Fidel, R. “Are We There Yet?: Mixed Methods Research In Library and Information Science.” Library & Information Science Research 30 (2008): 265–272.

Ma, Lai. “Some Philosophical Considerations in Using Mixed Methods in Library and Information Science.” *Journal of the American Society for Information Science and Technology*  63, no. 9 (2012): 1859–1867.

VanScoy, Amy and Cady Fontana. “How Reference and Information Service is Studied: Research Approaches and Methods.” *Library and Information Science Research* 38, no. 2 (2016): 94-100.

**UNIT 6: METHODS II 09/27/17**

**the central research findings and research literature of library and information science and methods used to assess the actual and potential value of new research [6B-C]**

ALA Core Competence: Research

6B: The central research findings and research literature of the field;

ALA Core Competence: Research

6C: The principles and methods used to assess the actual and potential value of new research.

Library and Information Science Program Objectives

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

Objective 5: recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning.

Objective 6: apply cross-disciplinary perspectives to inform best practices in library and information agencies.

Objective 7: conduct, critically evaluate, and strategically apply research to libraries, information agencies, and communities.

**REQUIRED READINGS**

Aleixandre-Benavent, Rafael, Luz Moreno-Solano, Antonia Ferrer Sapena, and Enrique Pérez. 2016. "Correlation between Impact Factor and Public Availability of Published Research Data in Information Science and Library Science Journals." *Scientometrics* 107, no. 1 (2016): 1-13.

Goedeken, Edward A. "The Literature of American Library History, 2012- 2013." *Information & Culture: A Journal of History* 51, no. 2 (2016): 267-298.

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013.

[Chapter 2, “Creation, Diffusion and Utilization of Knowledge,” pp. 23-32].

Kennedy, Marie R., and Kristine R. Brancolini. “Academic Librarian Research: A Survey of Attitudes, Involvement, and Perceived Capabilities.” *College & Research Libraries* 73, no 5 (Sept. 2012): 431-448. Powell, Ronald R. “Evaluation Research: An Overview.” *Library Trends* 55, no. 1 (2006): 102-120.

Manzari, Laura. “Library and Information Science Journal Prestige as Assessed by

Library and Information Science Faculty.” *Library Quarterly* 83, no.1 (2013): 42-60.

Powell, Ronald R. “Evaluation Research: An Overview.” Library Trends 55, no. 1 (2006): 102-120.

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 6, “The Organization of Knowledge,” pp. 305-357].

**UNIT 7: METHODS II 10/04/17**

**interdisciplinary, cross-disciplinary, multidisciplinary, transdisciplinary approaches to problems**

***MODULE 4: HISTORY OF LIBRARIES, LIBRARIANS, & TECHNOLOGY***

**UNIT 8: LIBRARIAN 10/11/17**

**history of libraries and librarianship [1C]**

ALA Core Competence: Foundations of the Profession

1C: The History of Libraries and Librarianship

Library and Information Science Program Objective

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

**REQUIRED READINGS**

*Letter of Aristeas*. In Swete, Henry Barclay. *An Introduction to the Old Testament in Greek*. 1902. Revised by Richard Rusden Ottley with an appendix containing the *Letter of Aristeas* edited by H. St J. Thackery. Reprint ed. New York: KTAV Publishing House, Inc., 1968.

Finkelberg, Margalit. “Regional Texts and the Circulation of Books: The Case of Homer.” *Greek, Roman, and Byzantine Studies* 46 (2006): 231–248.

**Petegree, Andrew. “The Book Before Printing”; “The Invention of Printing”; “Renaissance Encounters”; and “Building a Library.” *The Book in the Renaissance*. New Haven and London: Yale University Press, 2010. [Chapters 1-3, pp. 3-64; Chapter 15, pp. 319-332].**

**OPTIONAL READINGS**

~~Budd, John M. Self-Examination: The Present and Future Librarianship. Westport: Libraries Unlimited, 2008. [Chapter 3, pp. 73-254].~~

Goedeken, E. A. “History with an Impact: The Most Cited Articles in the Journal of

Library History and Its Successors over the Past Fifty Years.” *Information & Culture* 50, no. 3 (2015): 285. – MOVE TO LIS LITERATURE SECTION

~~Grossman, Hal B. “A Comparison of the Progressive Era and the Depression Years.” Libraries and the Cultural Record 46, no. 1 (2011): 102-128.,~~

**Larivière, Vincent, Cassidy R. Sugimoto, and Blaise Cronin. “A Bibliometric Chronicling of Library and Information Science’s First Hundred Years.” *Journal of the American Society for Information Science and Technology* 63, no. 5 (2012): 997–1016.**

**Scott, Edith. “The Evolution of Bibliographic Systems in the United States, 1876-1945.” *Library Trends* (July 1976): 293-309.**

Strout, Ruth French. “The Development of the Catalog and Cataloging Codes.” Library Quarterly 26, nos. ¼ (1956): 254-275.

**Tanner, R.G. “Aristotle’s Works: The Possible Origins of the Alexandria Collection.” *The Library of Alexandria: Centre of Learning in the Ancient World.* Edited by Roy MacLeod. London; New York : I.B. Tauris; New York : In the U.S.A. and Canada distributed by St. Martin’s Press, 2000. [Chapter 4, pp. 79-91]. MOVE TO HISTORY OF LIBRARIES UNIT**

**Weller, Tony A. “An Information History Decade.” *Library & Information History* 26, no. 1 (2010): 83–97.**

**UNIT 9: COMMUNICATION MEDIA 10/18/17**

**history of communication media and its impact on libraries [1C, D]**

ALA Core Competence: Foundations of the Profession

1D: The History of Human Communication and its Impact on Libraries

Library and Information Science Program Objective

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

**REQUIRED READINGS**

**Cukier Kenneth Neil, and Viktor Mayer-Schoenberger. “The Rise of Big Data: How its Changing the Way We Think About the World.” *Foreign Affairs*, May/June 2013.**

Eisenstein, E. “An Unacknowledged Revolution”; “Defining the Initial Shift.” *The Printing Revolution in Early Modern Europe*. Cambridge: Cambridge University Press, 1983 [Chapter 1, pp. 3-11; Chapter 2, (pp. 43-61].

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013. [Chapter 3, “The Role of Professionals as Change Agents,” pp. 33-43].

**McQuillen, J. T. “Fifteenth-Century Book Networks: Scribes, Illuminators, Binders, and the Introduction of Print.” *Papers Of The Bibliographical Society Of America* 107, no. 4 (2013): 495-515.**

Rubin, Richard E.*Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Transforming the Library: The Impact and Implications of Technological Change,” pp.175-239].

**OPTIONAL READINGS**

Carr, Patrick L. “Reimagining the Library as a Technology: An Analysis of Ranganathan’s Five Laws of Library Science within the Social Construction of Technology Framework.” *The Library Quarterly* 84, no. 2 (April 2014): 152-164.

Benjamin, Walter. “The Work of Art in the Age of Mechanical Reproduction” (pp. 217-252). In *Illuminations*. Edited and with an introduction by Hannah Arendt, translated by Harry Zohn. New York: Schocken Books, 1968.

Diamond, Jared. “Blueprints and Borrowed Letters: The Evolution of Writing.” *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Company, 1998. [Chapter 13, pp. 215-241].

Kittler, Friedrich A. “Introduction,” and Chapter One, “Gramophone.” In *Gramophone, Film, Typewriter*. Translated, with an introduction, by Geoffrey Winthrop-Young and Michael Wutz. Stanford, Calif.: Stanford University Press, 1999.

Ong, Walter J. Selections (posted online) from *Orality & Literacy: The Technologizing of the Word.* 1982. Reprint. London and New York: Routledge, 1991. [Read only part of Chapter 4, “Writing is a Technology that Restructures Consciousness,” pp. 32-94].

Saussy, Haun. “Haun Saussy on The Curious History of ‘Oral Literature.” Video. University of Chicago, IL: March 3, 2014. [University of Missouri Center for Studies in Oral Tradition](http://www.oraltradition.org/), (accessed August 25, 2016).

~~Greer, R.C., Robert Grover and Susan Fowler.~~ *~~Introduction to the Library and~~*

*~~Information Professions~~*~~. 2~~~~nd~~ ~~ed. Westport, CN: Libraries Unlimited, 2013. [Chapter 3, “The Role of Professionals as Change Agents,” pp. 33-43]. MOVE TO REQUIRED READINGS UNIT 9~~

**~~Cukier Kenneth Neil, and Viktor Mayer-Schoenberger. “The Rise of Big Data: How its Changing the Way We Think About the World.”~~ *~~Foreign Affairs~~*~~, May/June 2013.~~** ~~MOVE TO REQUIRED READINGS UNIT 9~~

~~Rubin, Richard E.~~*~~Foundations of Library and Information Science~~*~~. ALA Neal-~~

~~Schuman, 2016. [Transforming the Library: The Impact and Implications of Technological Change,” pp.175-239]. MOVE TO REQUIRED READINGS UNIT 9~~

**OPTIONAL READINGS**

**Lewis, David W. “From Stacks to the Web: The Transformation of Academic Library Collecting.” *College and Research Libraries* 74, no 5 (March 2013): 159-176.**

**Shannon, Claude E. and Warren Weaver. *A Mathematical Theory of Communication*. Urbana, IL: University of Illinois Press, 1949. [Chapter 1-3 and Introduction, pp. 3-35].**

**“Pam Sandlian Smith --** [What to Expect from Libraries in the 21st Century](https://www.youtube.com/watch?v=fa6ERdxyYdo)**,” YouTube video, 11:24, from a performance broadcast by TEDx on 2013, posted by “TEDx Talks,” December 16, 2013 (accessed August 25, 2016).**

**UNIT 10: TECHNIQUES 10/25/17**

**effective communication techniques: oral and written [1J]**

ALA Core Competence: Foundations of the Profession

1J: Effective Communication Techniques (Verbal and Written)

Library and Information Science Program Objectives

Objective 5: recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning.

Objective 6: apply cross-disciplinary perspectives to inform best practices in library and information agencies.

Objective 7: conduct, critically evaluate, and strategically apply research to libraries, information agencies, and communities.

**REQUIRED READINGS**

Attebury, R. “Perceptions of a Profession: Librarians and Stereotypes in Online Videos.” *Library Philosophy & Practice* (2010): 1-22.

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013.

[Chapter 5, “Information Transfer in the Information Professions,” pp. 59-77; and Chapter 7, “The Information Infrastructure,” pp. 99-128].

**OPTIONAL READINGS**

**Badovinac et al. “Aspects of Representation of Library and Information Science.” *New Library World* 112, nos. 7/8 (2011): 293-312.**

Dickinson, Thad E. “Looking at the Male Librarian Stereotype.” *The Reference Librarian* 37, no. 78 (2003): 97-110.

Gibson, Twyla and Mark Lipton. [*Research, Write, Create: Connecting Scholarship and Digital Media*](https://global.oup.com/academic/product/research-write-create-9780195447415?cc=us&lang=en&). Toronto; New York; London: Oxford University Press, 2014.

Gibson, Twyla. Oxford University Press Website. [*Research, Write, Create: Connecting Scholarship and Digital Media*](http://cw.oupcanada.com/gibson/index.html?sid=gibson&ssid=index). Toronto, New York, London: Oxford University Press, 2014.

Pagowsky, Nicole, and Miriam E. Rigby, eds. *The Librarian Stereotype: Deconstructing*

*Perceptions and Presentations of Information Work*. Chicago: Association of

College and Research Libraries, A division of the American Library Association,

2014. Print.

***MODULE 5: THE LIBRARY AND INFORMATION PROFESSIONS TODAY***

**UNIT 11: TYPES 11/01/17**

**current types of libraries and related information institutions [1E]**

ALA Core Competence: Foundations of the Profession

1E: Current Types of Library (School, Public, Academic, Special, etc.) and Closely Related Institutions

Library and Information Science Program Objectives

Objective 5: recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning.

Objective 7: conduct, critically evaluate, and strategically apply research to libraries, information agencies, and communities.

Objective 8: recognize the need for additional competencies in specialized areas and relevant standards from the applicable accrediting bodies and professional associations.

**REQUIRED READINGS**

Bashaw, Diane. "On the Road Again: A Look at Bookmobiles, Then and Now," Children and Libraries 8 (2010): 32–35.

Huling Rose. “[National Bookmobile Day 2011 - Bookmobiles Rock](http://www.youtube.com/watch?v=nRzrTh3zFQo)!” YouTube Video, posted on April 4, 2011

Rubin, Richard E.*Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 3, The Library as an Institution: An Organizational Perspective, pp. 83-174].

**OPTIONAL READINGS**

Abbey, Heidi N. “Does a Decade Make a Difference? Comparing the Web Presence of North American Art Museum Libraries and Archives in 1999 and 2011.” *Art Libraries Journal* 37, no. 3 (July 2012): 34–40.

Budd, John M. “Scholarly Communication’s Mess: Can Economic Analysis Help?” *LIBRES Library and Information Science Research Electronic Journal* 22, no. 1 (March 2012): 1-17.

Johnson, W. G. “The Evolution of the Reference Librarian.” *Community & Junior College Libraries* 17, no. 2 (2011): 91-103.

Kajberg, Leif. “Redefining the Purpose for Public Libraries Under Pressure: A Critical Approach Based on Input Drawn from External Theoretical Frameworks.” *Halk Kütüphanelerinin Amacını Yeniden Tanımlamak: Dış Teorik Çerçeveden Esinlenen Eleştirel Bir Yaklaşım* 27, no. 2 (June 2013): 253–265.

**Latham, Kiersten F. “Medium Rare: Exploring Archives and their Conversion from Original to Digital. Part One: Lessons from the History of Print Media.” *LIBRES Library and Information Science Research Electronic Journal* 20, no. 2 (2010): 1-14.**

Murray, T. E. (2014). The Specialist. *Journal Of Library Administration*, *54*(8), 709-719.

doi:10.1080/01930826.2014.965104

Reznick, Jeffrey, S. “Perspectives from the History of Medicine Division of the United States National Library of Medicine, National Institutes of Health.” *Medical History* 55 (2011): 413–418.

Sare, L., Bales, S., & Neville, B. “New Academic Librarians and Their Perceptions of the Profession.” *Portal: Libraries And The Academy* 12, no. 2 (2012): 179-203.

Stamatoplos, Anthony. “The Role of Academic Libraries in Mentored Undergraduate Research: A Model of Engagement in the Academic Community.” *College and Research Libraries*, May 2009: 235-249.

**Tenopir, Carol, Robert J. Sandusky, Suzie Allard, and Ben Birch. “Academic Librarians and Research Data Services: Preparation and Attitudes.” *IFLA Journal* 39, no. 1 (March 2013): 70–78.**

Williams, T. “Why Should Libraries Care About Teens and Technology?” *Young Adult Library Services* 12, no. 2 (2014): 9-12.

“Charlie Bennett - [The Library is Not a Collection of Books](https://www.youtube.com/watch?v=tFGCB51xb6U),” YouTube video, 11:15, from a performance broadcast by TEDx on 2014, posted by “TEDx Talks,” March 1, 2016.

**UNIT 12: LAW 11/08/17**

**legal framework: copyright, privacy, rights, equality, property [1G]**

ALA Core Competence: Foundations of the Profession

1G: The Legal Framework Within Which Libraries and Information Agencies Operate. That Framework Includes Laws Relating to Copyright, Privacy, Freedom of Expression, Equal Rights (e.g., The Americans with Disabilities Act), and Intellectual Property

Objective 5: recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning

**REQUIRED READINGS**

McDermott, A. J. “Copyright: Regulation Out of Line with Our Digital Reality?” *Information Technology & Libraries* 31, no. 1 (2012): 7-20.

**Video: Neal, Jim and Loida Garcia-Febo. “**[Libraries, Library Workers & Copyright Matters](http://www.youtube.com/watch?v=f8pAd5fse64)**.” 2011.**

**OPTIONAL READINGS**

Hansen, D. R., Cross, W. M., & Edwards, P. M. “Copyright Policy and Practice in Electronic Reserves among ARL Libraries.” *College & Research Libraries* 74, no. 1 (2013): 69-84.

**Lu, Bingbin. “Reconstructing Copyright from ‘Copy-Centric’ to ‘Dissemination-Centric’ in the Digital Age.” *Journal of Information Science* 39, no. 4 (2013): 479–493.**

Schmundt, H. “The Digital Paradox: How Copyright Laws Keep E-Books Locked Up.” *Spiegel Online International,* March 28, 2014.

**Website: UNESCO Database of National Cultural Heritage Laws.**

**Website: World Intellectual Property Organization (WIPO).**

**UNIT 13: POLICIES 11/15/17**

**Social, Public, Economic, Info, and Cultural Policies & Trends [1F]**

ALA Core Competence: Foundations of the Profession

1F: National and International Social, Public, Information, Economic, and Cultural Policies and Trends of Significance to the Library and Information Professions

Library and Information Science Program Objectives

Objective 1: apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.

Objective 5: recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning.

Objective 6: apply cross-disciplinary perspectives to inform best practices in library and information agencies.

Objective 7: conduct, critically evaluate, and strategically apply research to libraries, information agencies, and communities.

**REQUIRED READINGS**

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013. [Chapter 10, “Trends and Issues,” pp. 167-176].

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 8, “Information Policy: Stakeholders and Agendas,” pp. 407-487].

**OPTIONAL READINGS**

Collins, T. “The Current Budget Environment and Its Impact on Libraries, Publishers and Vendors.” *Journal Of Library Administration* 52, no. 1 (2012): 18-35.

Jaeger, P. T., Bertot, J., & Gorham, U. “Wake Up the Nation: Public Libraries, Policy Making, and Political Discourse.” *Library Quarterly* 83, no. 1 (2013): 61-72.

**Vaidhyanathan, Siva. “Afterword: Critical Information Studies.” *Cultural Studies* 20, no. 2-3 (2006): 292-315.**

***MODULE 6: SPECIALIZATIONS, CERTIFICATION, AND ADVOCACY***

**UNIT 14: CERTIFICATION 11/29/17**

**certification and licensure for professional specializations [1K]**

ALA Core Competence: Foundations of the Profession

1K: Certification and Licensure Requirements of Specialized Areas of the Professions.

Library and Information Science Program Objectives

Objective 8: recognize the need for additional competencies in specialized areas and relevant standards from the applicable accrediting bodies and professional associations [1K].

**REQUIRED READINGS**

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013.

[Chapter 8, “The Processes and Functions of Information Professionals,” pp. 131- 148]; and Chapter 9, “The Infrastructure of Information Professions,” 149-154].

Rubin, Richard E.**,** *Foundations of Library and Information Science*. ALA Neal-

Schuman, 2016. [Chapter 5, “Library and Information Science: An Evolving Profession,” 239-305].

Aharony, N. “Library and Information Science Research Areas: A Content Analysis of Articles from the Top 10 Journals 2007–8.” *Journal Of Librarianship & Information Science* 44, no. 1 (2012).

**American Library Association “**[Certification and Licensure](http://www.ala.org/tools/atoz/certification-and-licensure)**.”**

**American Library Association, “**[Accreditation](http://www.ala.org/offices/accreditation)**.”**

**OPTIONAL READINGS**

**American Library Association,** “[Knowledge and Competencies Statements of Relevant Professional Organizations](http://www.ala.org/educationcareers/education/3rdcongressonpro/certification).”

**UNIT 15: ADVOCACY 12/06/17**

**advocacy: libraries, librarians, workers, & services [1H]**

ALA Core Competence: Foundations of the Profession

1H: The Importance of Effective Advocacy for Libraries, Librarians, Other Library Workers, and Library Services.

Objective 5: recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning.

Objective 8: recognize the need for additional competencies in specialized areas and relevant standards from the applicable accrediting bodies and professional associations.

**REQUIRED READINGS**

Greer, R.C., Robert Grover and Susan Fowler. *Introduction to the Library and*

*Information Professions*. 2nd ed. Westport, CN: Libraries Unlimited, 2013. [Chapter 6, “The Cycle of Professional Service,” pp. 79-96].

American Library Association. “[Library Advocate’s Handbook, 2008](http://www.ala.org/offices/sites/ala.org.offices/files/content/ola/2008lah.pdf).”

Erdelez, S., Basic, J., & Levitov, D. D. “Potential for Inclusion of Information Encountering within Information Literacy Models.” *Information Research: An International Electronic Journal* 16, no. 3 (2011).

**Edwards, Mary and E.W. Black. “Contemporary Instructor-Librarian Collaboration: A Case Study of an Online Embedded Librarian Implementation.” *Journal of Library and Information Sciences in Distance Learning* 6 (2012): 284-311.**

**OPTIONAL READINGS**

**ALA Advocacy University**

**Website: ALA Office for Library Advocacy (OLA) – Home**

**Harris, Benjamin R. “Subversive Infusions: Strategies for the Integration of Information Literacy Across the Curriculum.” *The Journal of Academic Librarianship* 39, no. 2 (2013): 175–180.**

**OTHER IMPORTANT COURSE INFORMATION**

**RESOURCES AND HELP**

**Online Course Access**

You may access the course via [http://courses.missouri.edu](http://courses.missouri.edu/). Under course login, select Blackboard and enter your PawPrint. If you have difficulty logging in to the course or you do not see the course listed, please contact the *Mizzou IT Help Desk* at 882-5000.

**Canvas Help**

If you are having any technical difficulties with Canvas (e.g., logging in, accessing the discussions) please email [helpdesk@missouri.edu](mailto:helpdesk@missouri.edu) or contact the *IATS Help Desk* at 882-5000 (for out-of-area MU Direct students, toll-free at 866-241-5619).

**Library Resources**

If you need assistance, access the University of Missouri-Columbia Library Distance Education Support Service page at <http://libraryguides.missouri.edu/distance>

**ACADEMIC INTEGRITY** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

When you refer to the ideas or materials of others in your writing assignments, they must be carefully and consistently documented in an appropriate citation format.

Please acquaint yourself with MU’s policies on academic dishonesty <http://registrar.missouri.edu/policies-procedures/academic-dishonesty.php>

**STUDENTS WITH A DISABILITY OR HEALTH CONSIDERATIONS** Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition and may benefit from accommodations, please let me know right away. I am here to help. If you have questions about accommodates, I encourage you to contact The Disability Center at 882-4696, or by email at the [disabilitycenter@missouri.edu](mailto:disabilitycenter@missouri.edu).

**Communication Access**

The Disability Center offers sign language interpreting services for activities and events on campus at a competitive rate!  To request a sign language interpreter, select the “Request an Interpreter” button on our home page: <http://disabilitycenter.missouri.edu/>.

**Note Taking Assistance**

The University offers note-taking assistance for students who need this accommodation. Conversely, if you would like to serve as a note-taker, please contact The Disability Center; you can qualify for a token of appreciation at the end of the semester.

**Resources**

* MU’s Accessibility Policy is available here - <http://bppm.missouri.edu/chapter1/1_025.html>.  Accomplishing the goal of access for all is a shared responsibility. I am committed to ensuring that instructional materials and information technology are accessible to all students.
* Visit ET@MO’s site - [http://etopics.missouri.edu](http://etopics.missouri.edu/) – to find resources on Canvas accessibility.
* The Adaptive Computing Technology Center - [http://actcenter.missouri.edu](http://actcenter.missouri.edu/) – offers excellent information, resources and support all related to adaptive technology and IT accessibility
* For general information related to the ADA/504, go to [http://ada.missouri.edu](http://ada.missouri.edu/).

**INTELLECTUAL PLURALISM** The proper expression of both academic rights and responsibilities is required for a reasoned and respectful debate that explores a diversity of views and perspectives about complex, and often controversial topics. This is the essence of ***intellectual pluralism***. The University community is committed to intellectual pluralism in its many dimensions:  political, cultural, religious, international, disciplinary, economic, lifestyles – and to encouraging and supporting robust debates over matters of academic interest.  Below, please find a sample statement addressing intellectual pluralism. This statement was adopted by the Faculty Council and recommended to our office for distribution to the faculty.

The University community welcomes intellectual diversity and respects student rights. If you have questions or concerns regarding the atmosphere on this course website (including respect for diverse opinions) may contact Associate Division Director, Dr. Joi Moore or the Director of the Office of Students Rights and Responsibilities <http://osrr.missouri.edu/> or the MU Equity Office ([equity@missouri.edu](mailto:equity@missouri.edu));

All students will have the opportunity to submit an anonymous evaluation of my instruction at the end of the course.

If you have any questions about academic integrity, please contact Professor Rigel Oliveri and [oliverir@missouri.edu](mailto:oliverir@missouri.edu), please feel free to contact Deputy Provost Kenneth Dean ([deank@missouri.edu](mailto:deank@missouri.edu)) who oversees the Office of Student Rights and Responsibilities *(*[*http://osrr.missouri.edu/*](http://osrr.missouri.edu/)*)*.

**ACADEMIC INQUIRY, COURSE DISCUSSION AND PRIVACY** University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without my express permission as well as the permission of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.