**LIS 510: Introduction to Library & Information Science**  
*Palmer School of Library & Information Science*  
*Long Island University*

**SP15 | Brentwood Campus | Tuesdays, 6:15pm - 8:05pm**

Vincent M. Livoti, PhD  
EMAIL: vincent.livoti@liu.edu  
OFFICE HOURS: Before class with appointment, after class informally or virtually

*Please anticipate a normal response time (two business days)*

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**COURSE TEXTS:**


Supplemented with scholarly resources, experiential process and research discovery

**COURSE FORMAT:** In-Person, with virtual elements

**COURSE DESCRIPTION:** An overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends

**COURSE LEARNING OBJECTIVES:**

Student Learning Objectives [SLO] GOAL 1:

a. explain and apply the foundations and principles of the library and information science professions  

b. analyze policies and trends affecting libraries and information organizations and the profession  

c. compare and contrast different types of collections and information organizations  

d. communicate effectively with diverse audiences

**CONTACT HOURS:** 150 [dispersed class meetings, course readings and learning products]

**STATEMENT OF ATTENDANCE:** Pursuant to having an effective learning community, students are expected to make class meetings. Advanced notice of any unavoidable absences is expected - the advent of extenuating circumstances notwithstanding. In the interest of classroom equity, alternative coursework may be assigned for all rare, approved absences.

**ENGAGING WITH YOUR LEARNING COMMUNITY:** This is a supportive learning environment for accomplished adult learners where active inquiry, honest questions and full respect for the diversity of opinions and perspectives of our community are honored.
Respectful discourse is rooted in collective engagement, and is therefore a central skill for the collaborative human-service work of librarianship. While healthy debate is always encouraged, our classroom is never a place for incendiary or derisive attitudes.

ABOUT TIME MANAGEMENT: This is a rigorous, graduate-level course bearing three credits toward professional aptitude in our field. Therefore, about ten “out-of-class hours” should be anticipated weekly. Learners should plan to attend weekly class meetings, as well as actively explicate regular readings, engage with multimedia resources, explore current field-based research, and prepare assignments of various scale and complexity [See below].

TECHNOLOGY REQUIREMENTS & TECHNOLOGICAL SUPPORT: Students need Internet access and a computing device with word processing capacity. Firefox is the best browser for interacting with blackboard, which can be accessed from anywhere. Learners must authenticate to the blackboard environment vis-à-vis LIU email addresses only. Written assignments submitted virtually must be saved in one of these formats: .doc, .docx, .pdf, or .rft.

Student technical support is available at the Center for Student Information (CSI), at http://csi.liu.edu or the Office of Information Technology at 516-299-3967.

ACADEMIC CONDUCT POLICY: Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in committing any of these acts is a violation of school policy: “students are expected to contribute through their words, actions and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness.” You can review LIU’s conduct policy in its entirety at: http://www.liu.edu/post/academicconduct

DISABILITY STATEMENT & REASONABLE ACCOMMODATION: Please reach-out to me with any disability concern. The Office of Disability Support Services at LIU works with students to support the needs of all learning styles. They can be contacted at 516-299-3057. Accommodation forms need to be obtained and submitted each semester. More information can be accessed at http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

COURSE ASSESSMENT: Each assignment will be assessed using the following criteria…

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Presentation</th>
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<tbody>
<tr>
<td>1. Facts and/or opinions grounded in readings and/reality of personal observation</td>
<td>1. Followed assignment directions – Including Timeliness</td>
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<tr>
<td>2. Accuracy of facts or reasonableness of opinions</td>
<td>2. Evidence of the creative thinking and/or thoughtfulness of the submitted learning product</td>
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<tr>
<td>3. Demonstrated utility and/or innovation</td>
<td>3. Mechanics of grammar and spelling</td>
</tr>
</tbody>
</table>

COURSE ASSESSMENT SCALES: Please note that in a graduate-level class, a score below 70 points is invalid, and will require revision and resubmission.

- Students may revise all returned submissions below 2.334
NUMERIC SCALE:

<table>
<thead>
<tr>
<th>Letter Grade Correlation</th>
<th>GPA Ranges</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0 to 3.668</td>
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<tr>
<td>A-</td>
<td>3.667 to 3.333</td>
</tr>
<tr>
<td>B+</td>
<td>3.332 to 3.0</td>
</tr>
<tr>
<td>B</td>
<td>2.999 to 2.668</td>
</tr>
<tr>
<td>B-</td>
<td>2.667 to 2.334</td>
</tr>
<tr>
<td>C+</td>
<td>2.333 to 2.001</td>
</tr>
<tr>
<td>C</td>
<td>2.0 (Revision Required)</td>
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<tr>
<td>F</td>
<td>1.999 to 0.000 (Revision Required)</td>
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</tbody>
</table>

LETTER SCALE:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Narrative Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally fine comprehension of the subject</td>
</tr>
<tr>
<td>A -</td>
<td>Excellent comprehension of the subject beyond the competencies set for the course</td>
</tr>
<tr>
<td>B +</td>
<td>Competencies have been achieved with above average comprehension</td>
</tr>
<tr>
<td>B</td>
<td>Competencies set for the courses have been achieved</td>
</tr>
<tr>
<td>B -</td>
<td>Most course competencies have been met</td>
</tr>
<tr>
<td>C +</td>
<td>Better than passable but all competencies have not been met</td>
</tr>
<tr>
<td>C</td>
<td>Minimal achievement of all competencies</td>
</tr>
<tr>
<td>F</td>
<td>Failure to achieve minimal competencies</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from course without penalty</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (please see policy below)</td>
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INCOMPLETE POLICY: Any incomplete will be granted at the discretion of Dr. Livoti, and you must be in good academic standing at the time of your request for an incomplete. There is a process with paperwork needed to take an incomplete grade for our course.

KEY DUE DATES for MAJOR ASSIGNMENTS:

| Assignment #1: Profiles in Librarianship | 3/3 In-Class |
| Assignment #2: Library Types            | 3/17 In-Class |
| Assignment #3: Contemporary Library Issues | 4/21 In-Class |
| [FINAL]: Reflective Analysis            | 5/5 Via-Email |

COURSE ROADMAP

Please note that this is a tentative schedule that can be revised at the discretion of Dr. Livoti...

Meeting One [January 20]: Introductions and Overviews

▶ Terms and Concepts
▶ Sensory Learning Exploring Personal and Collective Perceptions of Librarianship
▶ Establishing discourse and learning expectations

For Next Time: See Assignment Sheet One | Successful Completion Worth Up To 11pts

Meeting Two [January 27]: Constructions of Librarianship in the Popular Imagination

▶ In Contemporary Film and Television
▶ In Contemporary Literature
▶ In additional multimedia [Art, Music, Theatre, etc.]
Meeting Three [February 3]: **Historic Overviews**
- In Western Cultures
- In Non-Western Cultures
- In the United States
- In New York City
- Profiles for Assignment One Distributed

For Next Time: See Assignment Sheet Two | Successful Completion Worth Up To 4pts

Meeting Four [February 10]: **Access and Censorship in the Library**
- Patron Access and Privacy
- Censorship and Censorship Challenges
- “Banned Books Week”

For Next Time: See Assignment Sheet Three | Successful Completion Worth Up To 4pts

**PRESIDENT’S DAY HOLIDAY: MON SCHEDULE – NO TUES CLASS MEETINGS!**

Meeting Five [February 24]: **Solving a Problem Like Dewey: Parsing Systems from Creators**
- The System Itself
- Its Global Usage and Applications
- Perspectives On Its Creator
- Juxtaposition
- DDCS Today

Major Assignment One Due Next Class: Profiles in Librarianship

Meeting Six [March 3]: **Professional Guidelines and Directives**
- ASSIGNMENT ONE DUE IN-CLASS!
- From the ALA
- From the PLA
- From IFLA
- From the ACRL
- Distilling Professional Expectations

Major Assignment Two Due Next Class: Types of Libraries

**SPRING RECESS – NO CLASSES MEET!**

Meeting Seven [March 17]: **The Role of Ethics in Librarianship**
- ASSIGNMENT TWO DUE IN-CLASS!
- Defining Professional Ethics
- Group-Process Explicating the Resource
- Co-creation of Best Practices

For Next Time: See Assignment Sheet Four | Successful Completion Worth Up To 4pts

Meeting Eight [March 24]: **Experiential Process – Learning Directly from Practitioners**
- Discussing Your Findings
- Synthesizing the Collective Findings
- Applying Our Findings to Our Practice

For Next Time: See Assignment Sheet Five | Successful Completion Worth Up To 4pts
Meeting Nine [March 31]: *Semiotics and Early Associations*

- An Overview of Semiotic Theory
- Applying Semiotics to Librarianship in the Popular Imagination
- Considering Developmental Resources About the Librarianship

For Next Time: See Assignment Sheet Six | Successful Completion Worth Up To 4pts

Meeting Ten [April 7]: *Making Lifelong Patrons—Active Youth Become Active Adults*

- Explicating Selected Texts [B]
- Scope and Limitations of Selected Texts [B]
- Applications for Patron Service

Major Assignment 3 Due Next Class: Investigating LIS Issues

Meeting Eleven [April 14]: VIRTUAL MEETING – *Management Principles, Part I*

- Assignment directives and outcomes to be posted via our virtual classroom

Meeting Twelve [April 21]: *Management Principles, Part II and Ethics In Librarianship,*

- ASSIGNMENT THREE DUE IN-CLASS!
- Discussing the Outcomes of Major Assignment Three
- Connecting the Concept to Our Practice

Meeting Thirteen [April 28]: Closing the Circle – *Course-Generated Topics*

- Student-Generated Topics [from Assignment Sheet One]
- Summations and Directions Forward
- Evaluations

Prepare FINAL Due Via Email: Reflective Analysis

**FINAL REFLECTION DUE: Via Email by 11:59pm EST on May 5th**

**SCORE BREAKDOWN**

<table>
<thead>
<tr>
<th>Assessment Allocation</th>
<th>Potential Value on a 100-Point Scale</th>
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<tbody>
<tr>
<td>Engagement &amp; Contribution</td>
<td>10pt</td>
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<tr>
<td>Weekly Coursework: Our Assignment Sheets</td>
<td>35pt [In Total – Allocation Variable by Week]</td>
</tr>
<tr>
<td>Major Assignment #1: Profiles in Leadership</td>
<td>15pt</td>
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<tr>
<td>Major Assignment #2: Types of Libraries</td>
<td>15pt</td>
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<tr>
<td>Major Assignment #3: Investigating LIS Issues</td>
<td>15pt</td>
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<tr>
<td>FINAL: Reflective Analysis</td>
<td>10pt</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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MAJOR ASSIGNMENT DESCRIPTIONS:

**M.A. One: Profiles in Library History and Leadership**
Learners will locate, research and analyze the life and work of a key figure in LIS world. The figure can be either contemporary or historic, and must be pre-approved by the instructor.

Based on your findings from a variety of rigorous primary (when available) and secondary information resources, you will construct a 4-6 page, in-depth profile adhering to the following criteria:

Your Profile Must:
1. Demonstrate graduate-level writing
2. Explicate the background, major accomplishments and contributions of this figure
3. Articulate why this figure is meaningful to you personally
4. Articulate how/what this figure has/had done – or what they represent – informs both your professional practice and your professional identity
5. Include at least THREE unique, rigorous resources through direct citation

<table>
<thead>
<tr>
<th>Criteria [n = 15]</th>
<th>Excellent = 3 n</th>
<th>Proficient = 2 n</th>
<th>* Insufficient = 1 or 0 n</th>
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<tbody>
<tr>
<td>Organization and Presentation</td>
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<tr>
<td>Explication of Background and Accomplishments</td>
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<td>Articulation of Personal Relevance</td>
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<td>Articulation of Impact on Professional Practice and Professional Identity</td>
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<td>Use of Required Resources and Materials</td>
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**M.A. Two: Types of Libraries**
Learners will select a type of library to research (academic, public, special [health, music, art, law, religious, etc], school, digital or archive and so on). Everyone will produce two learning products related to the type of library they selected: 1) a 3-5-page employment brief, and 2) a one-page infographic or knowledge web for prospective librarians.

The assignment can consider these specializations through the following dimensions: employment outlook, any pertinent historical context, demography, statistics, any special educational requirements or training, and contemporary examples of the library type in practice.

Your essay should also make use of the course textbook, *This Book is Overdue* through either direct citation or as part of your exemplars. As a means of cooperative learning, your infographic/knowledge web will be shared.

Your Learning Products Must:
1. Demonstrate graduate-level thinking and writing
2. Articulate pertinent information about this library-type and its role within the profession
3. Utilize information visualization techniques to distill your research findings
4. Integrate our course textbook, *This Books is Overdue*, into your discussion
5. Directly cite at least three unique resources related explicating the selected library-type

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<td>Articulation of Selected Library-Type</td>
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Integration of Required Resource  Use of Three Unique Resources  Visualization of Informational Findings

* Revision Required

**M.A. Three: Investigating Contemporary Issues in Library and Information Centers**

Our course has explicated many of the contemporary and persistent issues that professionals in our field engage with: from full digitization to the prototypical “problem patron.”

Drawing from our course resources (textbook, lectures, multimedia, supplemental materials, experiential process, etc.), your task is to identify, examine, analyze and discuss a significant issue facing LIS Professionals today in a roughly 5-7page investigation.

Your Investigation Must:
1) Demonstrate graduate-level writing
2). Clearly describe and create the context for the issue you selected
3). An informed, supported analysis of the chosen issue
4) At least TWO suggestions for how to address/resolve/redress or transform this issue
5). The course textbook, multimedia, supplemental materials, and at least TWO additional outside scholarly resources must support the perspectives your investigation takes…

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<td>Organization and Presentation</td>
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<tr>
<td>Effective Context and Description</td>
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<tr>
<td>Informed, Supported Analysis</td>
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<tr>
<td>Inclusion of two informed actions</td>
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<tr>
<td>Use of Required Materials, and Outside Resources</td>
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<tr>
<td>* = Revision Required</td>
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**Final Reflection:** An analytical reflection that distills the new learning of this course and applies it to the formation and assertion of your professional identity. Specific details on you reflective analysis for the course will be distributed on April 14. Due via email by 11:59pm on May 5th.