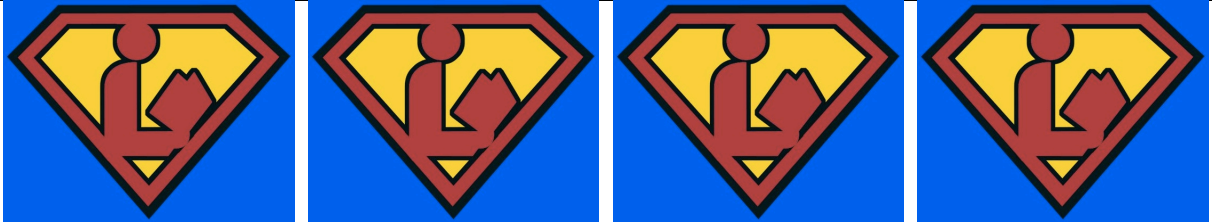


LIS 510: Introduction to Library Sources & Services | POST CAMPUS| ONLINE



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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

Please note that our virtual classroom is also a resource for communication.

The "Information" section lets you know about how to get in-touch with me and how the module structure will work for us.

The "Content" section is where you will find detailed information about the modules themselves, as well as the course assignments.

COURSE TEXTS

	Marilyn Johnson (2011). <i>This Book is Overdue: How Librarians and Cybrarians Save Us All!</i> New York, NY: Harper Collins
	B.A. Hoena (2007). <i>La Biblioteca/The Library</i> . Mankato, Minnesota. <i>** Additional articles, resources and inquiry-based retrievals to be distributed/assigned</i>

KEY DUE DATES for MAJOR ASSIGNMENTS

Major Assignment #1: Profiles in Librarianship *e-portfolio assignment	VIA-EMAIL BY 11:59 PM ON OCT 23
Major Assignment #2: Library Types	VIA EMAIL BY 11:59 PM ON NOV 13
Major Assignment #3: Reflective Analysis	VIA-EMAIL BY 11:59 PM ON DEC 19

COURSE CALENDAR: *schedule can be revised at the discretion of Dr. Livoti...*

Dates	Topics	Notes
September 12 – September 18	Module 1: <i>Introductions and Overviews/ Constructions of Librarianship in the Popular Imagination</i>	- Terms and Concepts - Exploring Personal Perceptions of Librarianship - In Contemporary Film and Television - In Contemporary Literature
September 19 – September 25	Module 2: <i>Access and Censorship in the Library</i>	- Patron Access and Privacy - Censorship and Censorship Challenges - “Banned Books Week”
September 26 – October 2	Module 3: <i>Historic Overviews</i>	- In Western Cultures - In Non-Western Cultures - In the United States - In New York City
October 3 – October 16	Module 4: <i>Solving a Problem Like Dewey: Parsing Systems from Creators</i>	- The System Itself - Its Global Usage and Applications - Perspectives On Its Creator - Juxtaposition - DDCS Today
COLUMBUS DAY WEEKEND	COLUMBUS DAY WEEKEND	COLUMBUS DAY WEEKEND MA#1 DUE OCT 23
October 17 – October 23	Major Assignment One	MA#1 DUE BY 11:59PM OCT 23
October 24 – November 6	Module 5: <i>Professional Guidelines and Directives</i>	-From the ALA -From the PLA -From IFLA -From the ACRL -Distilling Professional Expectations
HALLOWEEN	HALLOWEEN	HALLOWEEN
November 7 – November 13	<i>Major Assignment Two</i>	MA#2 DUE BY 11:59PM NOV 13

THANKSGIVING BREAK	THANKSGIVING BREAK	THANKSGIVING BREAK
November 28 – December 4	Module 6: Basic Management Principals	Overviews and Activities Related to Management
December 5 – December 11	Module 7: <i>Semiotics and Early Associations/ Making Lifelong Patrons</i>	- An Overview of Semiotic Theory - Applying Semiotics to Librarianship in the Popular Imagination - Considering Developmental Resources About the Librarianship
December 12 – December 19	Major Assignment Three - Reflection	DUE BY 11:59PM DEC 19

MAJOR ASSIGNMENT DESCRIPTIONS

M.A. One: Profiles in Library History and Leadership [15 Points]* e-portfolio assignment

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

Criteria [n = 15]	Excellent = 3 n	Proficient = 2 n	*Insufficient = 1 or 0 n
<i>Organization and Presentation</i>			
<i>Explication of Background and Accomplishments</i>			
<i>Articulation of Personal Relevance</i>			
<i>Articulation of Impact on Professional Practice and Professional Identity</i>			
<i>Use of Required Resources and Materials</i>			
			* = Revision Required

M.A. Two: Types of Libraries [20 Points]

Learners will select a type of library to research (academic, public, school, special [health, music, art, law, religious, etc.], digital or archive). 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

Criteria [n = 20]	Excellent = 4n	Proficient = 3n	Novice = 2n	Insufficient = 1n	Noncompliant = 0n
<i>Organization and Presentation</i>					
<i>Articulation of Selected Library-Type</i>					
<i>Integration of Required Resource</i>					
<i>Use of Three Unique Resources</i>					
<i>Visualization of Informational Findings</i>					

Final Reflection [16 Points]: 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 your reflective analysis for the course will be distributed on DEC 12 Due via email by 11:59pm on December 19

SCORE BREAKDOWN

Assessment Allocation	Potential Value on a 100-Point Scale
Module Coursework [7 x 7pts]	49 pts
Major Assignment #1: 7 Profiles in Leadership	15 pts
Major Assignment #2: Types of Libraries	20 pts
FINAL: Reflective Analysis	16 pts
TOTAL	100 points

NUMERIC SCALE

Letter Grade Correlation	GPA Ranges
A	4.0 to 3.668
A-	3.667 to 3.333
B+	3.332 to 3.0
B	2.999 to 2.668
B-	2.667 to 2.334
C+	2.333 to 2.001
C	2.0 (Revision Required)
F	1.999 to 0.000 (Revision Required)

LETTER SCALE

Letter Grade	Narrative Description
A	Exceptionally fine comprehension of the subject
A -	Excellent comprehension of the subject beyond the competencies set for the course
B +	Competencies have been achieved with above average comprehension
B	Competencies set for the courses have been achieved
B -	Most course competencies have been met
C +	Better than passable but all competencies have not been met
C	Minimal achievement of all competencies
F	Failure to achieve minimal competencies

LIU POST/CEIT/PALMER SCHOOL POLICY STATEMENTS

CEIT EMAIL POLICY

Campus-based email addresses (i.e., @liu.edu, my.liu.edu) are the CEIT-accepted address for all CEIT communication, including communication between faculty, students and staff. Faculty, students and staff will use only LIU email address for all LIU (including CEIT) email communication. All emails to students, faculty and staff are sent to their campus-based email addresses. CEIT communication received from non-campus based email may not receive prompt attention nor will such communication be considered “official.” This is consistent with federal regulations embedded in FERPA.

INCOMPLETE POLICY

As described in the LIU Incomplete Grade Agreement, an Incomplete grade is assigned “when, due to extenuating circumstances, a student needs additional time to complete a course.” After discussing options directly with me, students must submit a written request – with all appropriate documentation (e.g., doctor’s note) – to the faculty member, chairperson, and dean for an incomplete. If the request is approved, the professor will assign the incomplete grade as per the policies of LIU.

ACADEMIC CONDUCT POLICY

Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in committing of 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>

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.

For more information: <http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS>