

# LIS 510: Introduction to Library & Information Science

Palmer School of Library and Information Science  
Manhattan Program @ New York University's Bobst Library

Spring 2013

3 Credit Course and Preliminary Course Syllabus

**Mondays 6:30-8:20pm**

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Office Hours: by appointment

## BULLETIN 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 EXPECTATIONS

- **This course heavily involves student participation.** You are expected to participate in all classroom and online sessions for this course.
- **No absences will be accepted without prior discussion with the professor.** Not coming to class will impact your final grade. Homework due on the day of an excused absence will be expected to be transmitted or submitted on time. Assignments are due at the end of each class.
- Assignments can be transmitted electronically on the due date or handed in to professor during class time. Late assignments will impact your grade.
- Please remember that postings will be required with at least one message posting for every **online** course discussion during the consecutive course schedule. This is not a requirement for every course meeting, and for any that require online discussion you will be notified ahead of time. You are expected to participate in the online discussions in a substantive way by posting at least one or two notes. Please also respond your classmates' posts constructively and professionally.
- Use one of the citing styles (please be consistent) to list sources in your projects or papers; for more information please visit:  
(<http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>).
- Please be advised of C.W. Post Academic Conduct Policy: The Academic Conduct Policy of the C.W. Post Campus promotes an academic community characterized by respect, honesty, originality, and fairness. Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of this Policy. Any student found engaging in academic misconduct is subject to disciplinary action.

- Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties up to and including failure in the course and expulsion from the University." (*Long Island University, Graduate Bulletin 2005-2007, p.108*) For more information please visit at <http://www.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm>
- Please be advised that IRB approval is required if human subjects are involved in student research activities include, but are not limited to, class projects, final papers, masters theses, or doctoral dissertations. For more information please visit at <http://www.liu.edu/but01/admin/sr/human.html>

### **PALMER STUDENT LEARNING OBJECTIVES (SLO) met by the course:**

- 1A. Students will articulate the ethics, history, values, legal and foundational principles of the library and information profession.
- 1B. Students will demonstrate an understanding of the global policies and trends of significance to the library and information profession.
- 1C. Students will use effective communication techniques and critical thinking skills, such as problem solving and decision-making skills.
- 3A. Students will distinguish among different types of libraries and information organizations.
- 3B. Students will understand and be able to articulate their role in rapidly changing information services and technologies for a diverse global society, including serving the needs of underserved groups.
- 3C. Students will be able to utilize and assess both existing and emergent resources, systems and services and develop new ones.
- 3F. Students will demonstrate competency in multiple literacies, such as information literacy, technological literacy, and visual literacy.
- 4D. Students will demonstrate methods of outreach for information services, such as developing partnerships, collaborations, and networks.
- 4F. Students will use information technologies consistent with professional ethics and standards.
- 5F. Students will acknowledge the contributions of Library and Information Science studies to other fields of knowledge, as well as the contributions of other fields of knowledge to Library and Information Science studies.
- 5G. Students will articulate the importance of research, teaching and service for the advancement of the field of Library and Information Science.

### **COURSE OBJECTIVES AND OUTCOMES ASSESSMENT**

- To provide a broad understanding of the field of library and information science, and facilitate the exploration of the rich possibilities of practice in the field. (SLO 3B, 5F, 5G) (*LIS Careers Assignment and Class Discussion*)

- To develop a conceptual framework for understanding the relations between technological developments and the changing nature of the profession. (SLO 3B, 3F) (*Class Discussion*)
- To understand the importance of library associations and their role in lifelong learning (SLO 3A) (*Library Association Website Report*)
- To identify the types of libraries and library agencies and understand the functions in each institution. (SLO 3A, 4D) (*Library Observation Report*)
- To develop a basic understanding of cataloguing and knowledge organization. (SLO 3C) (*Class Discussion*)
- To demonstrate competency in multiple literacies (information literacy, technology literacy, and visual literacy) (SLO 3F, 4F) (*Technology Presentation*)
- To establish an awareness of the primary ethical and policy issues of the library and information professions. (SLO 1A) (*Stakeholder Speak Out*)
- To understand the basic principles of intellectual freedom and collection development. (SLO 1A) (*Letter to Angry Patron*)
- To develop an awareness of the literature of library and information science, and the diversity of scholarly and research activity. Be familiar with the challenges and issues that face information professionals. (SLO 1B, 1C, 4F) (*Term Paper and Presentation*)

## **COPYRIGHT GUIDELINES**

Please feel free to post a URL to a Web site of interest in the discussions, but do not post any copyrighted material in any online classroom discussions without the express permission of the copyright owner.

## **ATTENDANCE**

Please remember that the course attendance will be taken in the class and electronically during the virtual classes through your participation in postings. Missing class will impact your final grade.

## **TECHNOLOGY**

Working knowledge of basic computer applications – word processors, spreadsheets, database management systems and ability to access e-Learning platform, particularly Blackboard. Blackboard e-Education platform will be used supplement the pre and post classroom instructions via Podcasts, URL links, and online discussion forums during the semester. Please login at: <https://blackboard.liu.edu>

## CREDIT HOURS

Class Time	28 hours
Required Readings	40 hours
Assignments	90 hours
Total	158 hours

## TEXTBOOK AND READINGS

Most of the required readings will be available from the C.W. Post Library / NYU Bobst Library and/or Online Reserve. You will be also asked to read additional course materials which will be listed in the syllabus as well.

The textbook for the course is: Rubin, Richard E. *Foundations of Library and Information Science*. 3<sup>rd</sup> Edition. NY: Neal-Schuman Publishers, 2010. (Available on Reserve at Bobst)

Optional reading for Class 6: Bradbury, Raymond. *Fahrenheit 451* (any edition)

Since this course is designed to assist in the development of future Library and Information Science professionals, students are expected to be able to locate materials on their own, and to seek assistance only when necessary. The library facilities of the Long Island University C.W. Post Library and NYU Bobst Library should suffice for these purposes.

## ASSIGNMENTS

The Final Grade for the course will be made up of the following:

- (1) Assignments = 45%
  - LIS Careers and Personal Objectives-5%
  - Library Association Website Report-5%
  - Article Summary and Review- 5%
  - Letter to Angry Patron-5%
  - Library Website/OPAC Evaluation-10%
  - Library Observation Report-10%
  - Stakeholder Response-5%
- (2) Attendance and Effective Participation--15%;
- (3) Presentations = 40%
  - Group Technology Presentation 20%
  - Final paper and Presentation 20%

GRADING	
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
	1.00 (UNDERGRADUATE ONLY)
D	
F	0.00

## CLASS SCHEDULE AND READINGS

### Class 1 – January 28 - Introduction to Class / Reviewing the Course Syllabus

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#### READINGS for Class 2:

1. Rubin, Introduction and Chapter 1
2. Saracevic, Tefko, "Information Science," *JASIS* 50:12 (1999), 1051-1063
3. Buckland, Michael, "Information as Thing," *Journal of the American Society for Information Science* (JASIS) 42:5 (1991), 351-360.
4. Buckland, Michael, "What is a 'document?'" *JASIS* 48:9 (1997), 804–809.
5. Wikipedia, "Five Laws of Library Science":  
[http://en.wikipedia.org/wiki/Five\\_laws\\_of\\_library\\_science](http://en.wikipedia.org/wiki/Five_laws_of_library_science)
6. Simpson, Carol. "Five Laws". *Library Media Connection* 26:7 (2008).  
Available at: <http://www.carolsimpson.com/5laws.pdf>
7. Ranganathan, S. R., "The Five Laws of Library Science"  
<http://babel.hathitrust.org/cgi/pt?id=uc1.b99721>  
\*\*\*\*Please scan each of the 5 laws – you do not have to read the whole book!
8. Glassmeyer, Susan. "Ranganathan 2.0" *American Association of Law Librarians (AALL) Spectrum* 14 (2009-2010).

### Class 2 – February 4 – What is Information? (and why do we need to know?)

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#### READINGS for Class 3:

1. Rubin, Chapter 2
2. Wiegand, Wayne A. "Tunnel Vision and Blind Spots: What the Past Tells Us About the Present; Reflections on the Twentieth-Century History of American Librarianship." *Library Quarterly* 69:1 (1999) 1-32.
3. Pawley, Christine. "Hegemony's Handmaid: The Library and Information Studies Curriculum from a Class Perspective." *Library Quarterly* 68:2 (1998), 123-144.
4. Garrison, Dee. "The Tender Technicians; The Feminization of Public Librarianship, 1876-1905," *Journal of Social History* 6:2 (1972/73) 131-159.

5. Weigand, Wayne A. "The Development of Librarianship in the United States," *Libraries & Culture* 24:1 , Libraries at Times of Cultural Change (1989) 99-109.
6. Darnton, Robert. "The Library in the New Age" *The New York Review of Books* 55:10 (June 12, 2008) <http://www.nybooks.com/articles/21514>

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**Class 3 – February 11 - From Past to Present: The History and Mission of Libraries**

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**NO READINGS for Class 4 - Holiday**

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**Class 4 – February 18 – No Class Meeting**

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**READINGS for Class 5:**

1. Rubin, Chapter 4
2. Tillet, Barbara. "What is FRBR?: A Conceptual Model for the Bibliographic Universe." (2004) <http://www.loc.gov/cds/downloads/FRBR.PDF>
3. Martin, Lynne M. "Evaluating OPACs, or, OPACs Are Reference Tools, Too!" *The Reference Librarian*. 17.38 (1992): 210-220.
4. Mai, J-E. "Classification in a Social World: Bias and Trust," *Journal of Documentation*. 6:5 (2010) 627-42.
5. Cerbo, Michael A. "Is There a Future for Library Catalogers?" *Cataloging & Classification Quarterly* 49:4 (2011) 323-327.
6. Yang, Sharon Q. and Kurt Wagner "Evaluating and comparing discovery tools: how close are we towards next generation catalog?" *Library Hi Tech* 28:4 (2010) 690-709.
7. Steele, Tom. "The New Cooperative Cataloging," *Library Hi Tech* 27:1 (2009) 68-77.

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**Class 5 – February 25 – The Organization of Information**

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**READINGS for Class 6:**

1. Schmidt, Karen. "Past perfect, future tense: A survey of issues in Collection Development" *Library Collections, Acquisitions, and Technical Services*, 28: 4 (2004) 360-372.

2. Tucker, James Cory and Matt Torrence. "Collection development for new librarians: Advice from the trenches." *Library Collections, Acquisitions, and Technical Service*, 28:4 (2004) 397-409.
3. Atkinson, Ross. "Six Key Challenges for the Future of Collection Development." *Library Resources & Technical Services* 50:4 (2006) 244-51.
4. Wisneski, Richard. "Collection Development Assessment for New Collection Development Librarians." *Collection Management*, 33:1-2 (2008) 143-159.
5. Kieft, Robert H. and Lizanne Payne "Collective Collection, Collective Action," *Collection Management*, 37:3-4 (2012) 137-152.
6. CBS News Sunday Morning "Authors Exercise Their "Write" to Self-Publish"  
[http://www.cbsnews.com/8301-3445\\_162-57558088/authors-exercise-their-write-to-self-publish/](http://www.cbsnews.com/8301-3445_162-57558088/authors-exercise-their-write-to-self-publish/)
7. CBS News 60 Minutes "National Archives Treasures Targeted by Thieves"  
[http://www.cbsnews.com/8301-18560\\_162-57540582/national-archives-treasures-targeted-by-thieves/](http://www.cbsnews.com/8301-18560_162-57540582/national-archives-treasures-targeted-by-thieves/)

**Class 6 – March 4 – Collection Development**

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**NO READINGS for Class 7: SPRING BREAK**

**Class 7 – March 11 – No Class Meeting**

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**READINGS for Class 8:**

1. Rubin, Chapter 5
2. Koenig, Michael E. D. & Neveroski, Ken "The Origins and Development of Knowledge Management, *Journal of Information and Knowledge Management*, 7:4 (2008) 243-254.
3. Little, Geoffrey. "The Book is Dead, Long Live the Book!" *The Journal of Academic Librarianship* 37:6 (2011) 536–538.
4. Ross, Lyman and Pongracz Sennyey. "The Library is Dead, Long Live the Library: The Practice of Academic Librarianship and the Digital Revolution" *Journal of Academic Librarianship* 34:2 (2008) 145-152.

5. NY Times. Room for Debate: Do We Still Need Libraries? (December 27, 2012) <http://www.nytimes.com/roomfordebate/2012/12/27/do-we-still-need-libraries/>
6. Queens Library Staff. “Getting Past Superstorm Sandy” *American Libraries Magazine* <http://americanlibrariesmagazine.org/features/12282012/library-lifeline-getting-past-superstorm-sandy>
7. Giles, David. “City Library Support, Years Overdue” *New York Daily News*. ( January 9, 2013) <http://www.nydailynews.com/opinion/city-library-support-years-overdue-article-1.1235937>

## **Class 8 – March 18 – Institutional Infrastructure**

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### **READINGS for Class 9:**

**I would like you to either read the book and/or view the film *Fahrenheit 451*. I will schedule a viewing in the AFC for the class if there is interest. The film is available via Netflix**

1. Rubin, Chapters 8 & 9
2. “Huckleberry Finn” and the N Word Debate - CBS 60 Minutes Segment <http://www.cbsnews.com/stories/2011/05/27/60minutes/main20066924.shtml?tag=currentVideoInfo;videoMetaInfo> Please also take a look at the extras and comments on the story
3. Lush, Tamara “Fifty Shades Of Grey' Book Now Banned By Libraries In 3 States” [http://www.huffingtonpost.com/2012/05/09/book-banned-fifty-shades-of-grey\\_n\\_1503949.html](http://www.huffingtonpost.com/2012/05/09/book-banned-fifty-shades-of-grey_n_1503949.html)
4. “Fifty Shades of Censorship” *Newsletter on Intellectual Freedom/ALA* 61:4 (2012).
5. Blomberg, Peter. “Censorship: An Exploration of Issues, Problems, and Resolutions” *PNLA Quarterly* 75:2 (2011) <http://unllib.unl.edu/LPP/PNLA%20Quarterly/blomberg75-2.htm>
6. ALA. 1995. Code of Ethics. <http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm>
7. Carbo, Toni. 2002. Information Ethics: Challenges for Library and Information Science Professionals <http://www.loc.gov/rr/program/lectures/carbo.html> - webcast
8. Bradbury, Raymond. “Fahrenheit 451” – any edition



## **Class 9 – March 25 – The Values and Ethics of Librarianship**

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### **READINGS for Class 10:**

1. Rubin, Chapter 10
2. Neal, J. G. "Copyright is Dead ... Long Live Copyright." *American Libraries* 33.11 (2002) 48-51.
3. Symons, Ann K. "When Values Conflict" *American Libraries* 29:5 (1998) 56.
4. Lethem, Jonathan. "The Ecstasy of Influence: a Plagiarism." *Harper's Magazine*. Feb. 2007. <http://harpers.org/TheEcstasyOfInfluence.html>
5. Russell, C. "Understanding and Protecting Fair Use." *Public Libraries* 42:5 (2003) 288-9.
6. Holland, S. "Censorship in young adult fiction: what's out there and what should be [YA novels with plots concerning censorship]." *Voice of Youth Advocates* 25:3 (2002) 176-7.
7. ARL Code of Best Practices in Fair Use for Academic and Research Libraries: <http://www.arl.org/bm~doc/code-of-best-practices-fair-use.pdf>

## **Class 10 – April 1 – Information Policy**

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### **READINGS for Class 11:**

1. Rubin, Chapter 6
2. Maness, Jack. "Library 2.0 Theory: Web 2.0 and Its Implications for Libraries." *Webology*, 3:2 (2006), Article 25. <http://www.webology.ir/2006/v3n2/a25.html>
3. Drucker, Peter F. "The Age of Social Transformation", *The Atlantic Monthly*, 274:11 (Nov 1994), 53-80.
4. Gorman, Michael. "Human Values In A Technological Age." *Information Technology & Libraries* 20:1 (2001), 4-11.
5. Jaeger, Paul T., et al. "Describing and Measuring the Value of Public Libraries: The Growth of the Internet and the Evolution of Library Value," *First Monday*. 16:11 (November 2011).
6. Kajewski, Mary Ann. "Emerging technologies changing our service delivery models", *The Electronic Library*. 25:4 (2007) 420 – 29.

7. Ross, L. & Sennyey, P. "The library is dead, long live the library! The practice of academic librarianship and the digital revolution." *Journal of Academic Librarianship*, 34:2 (2008) 145-152.
8. Barton, Joshua and Lucas Mak. "Old Hopes, New Possibilities: Next-Generation Catalogues and the Centralization of Access," *Library Trends* 61:1 (2012) 83-106.

## **Class 11 – April 8 – The Impact and Implications of Technological Change**

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### **READINGS for Class 12:**

1. Rubin, Chapter 7
2. O’Gorman, Jack and Barry Trott. "What Will Become of Reference in Academic and Public Libraries?" *Journal of Library Administration* 49:4 (2009) 327-339.
3. Green, Samuel S. "Personal Relations Between Librarians and Readers" – <http://polaris.gseis.ucla.edu/jrichardson/DIS220/personal.htm>
4. Chow, Anthony S. and Rebecca A. Croxton. "Information Seeking Behavior and Reference Medium Preferences" *Reference & User Services Quarterly*, 51:3 (2012) 246-262.
5. Ross, Catherine Sheldrick. "How to Find Out What people Really Want to Know" *The Reference Librarian*, 6:16 (1987) 19-30.
6. Carlson, Scott. "Are Reference Desks Dying Out?" *Chronicle of Higher Education*, 53:33 (2007) 37.
7. Tyckoson, David "On the desireableness of personal relations between librarians and readers: the past and future of reference service" *Reference Services Review* 31:1 (2003) 12-16.
5. Reichardt, R. "How may I help thee? Let me count the 2.0 ways" *Internet Reference Services Quarterly*, 13:2-3, (2008) 271-280.
6. Kuhlthau, Carol C. 1991. "Inside the search process: information seeking from the user’s perspective." *JASIST*: 361-371.
7. Abram, S. "Evolution to revolution to chaos? Reference in transition." *Searcher*, 16:8 (2008). <http://www.infotoday.com/searcher/sep08/Abram.shtml>.
8. Ross, Catherine Sheldrick and Patricia Dewdney. "Negative closure: Strategies and counter-strategies in the reference transaction" *Reference & User Services Quarterly* 38:2 (1999).

**Class 12 – April 15 – Librarianship: A Service Perspective**

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**READINGS for Class 13:**

1. Rubin, Chapter 3
2. Bates, Marcia J. 2006. "Fundamental Forms of Information." *Journal of the American Society for Information Science and Technology* 57:8 (2006) 1033-45.
3. Curran, Charles. "What Do Librarians and Information Scientists Do?" *American Libraries* 32:1 (2001) 56-59.
4. Radford, Marie L. and Gary P. Radford. "Librarians and Party Girls: Cultural Studies and the Meaning of the Librarian" *The Library Quarterly* 73:1 (2003) 54-69.
5. Kiladitis, Rosemary L. "From Spinsters to Cyberpunks: The Changing Face of Female Librarians" *Library Student Journal* (2011).  
<http://www.librarystudentjournal.org/index.php/ljsj/article/view/245/320>
6. Seale, Maura. "Old maids, Policeman, and Social Rejects: Mass Media Representations and Public Perceptions of Librarians" *Electronic Journal of Academic and Special Librarianship* 9:1 (2008).  
[http://southernlibrarianship.icaap.org/content/v09n01/seale\\_m01.html](http://southernlibrarianship.icaap.org/content/v09n01/seale_m01.html)
7. Adams, Katherine. "Loveless Frump as Hip and Sexy Party Girl: A Reevaluation of the Old-Maid Stereotype," *The Library Quarterly*. 70:3 (July 2000) 287-301.
8. Dickinson, Thad E. "Looking at the Male Librarian Stereotype," *The Reference Librarian*, 37:78 (2003) 97-110.
9. Golub, Erin Marie. "Gender Divide in Librarianship: Past, Present, and Future," *Library Student Journal* (2010)  
<http://www.librarystudentjournal.org/index.php/ljsj/issue/archive>

**Class 13 – April 22 – Librarianship: An Evolving Profession**

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**Class 14 – April 29 – Final Paper Presentations**

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**Class 15 – May 6 – Final Paper Presentations / Class Wrap Up**

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## ASSIGNMENTS:

- **Listserv Participation (ongoing, but short report due April 22)**: Each student will join **at least** one listserv that discusses issues related to an area of library and information science. Each student will write a short report (1-2 pages) on their experience with the listserv(s). The paper should include the listserv name, the purpose of the listserv, and a discussion of some interesting exchanges/discussions among the participants of the listserv. We will devote a portion of class time each week to discussing any interesting threads that have come up on the listservs. Be prepared! (counted toward class participation grade)
- **News: (ongoing)** As you go about your daily information gathering activities (reading the newspaper or other periodicals, watching the news, listening to the radio, etc.), please do so as a future information professional. When you see/hear something related to libraries, library science and/or information science please bring it in to share with the class. Please make a note of where and when you saw/heard this news item and why it is relevant to library and information science work. You may also bring in portrayals of library and information science professionals in the media. Check for interesting blogs or YouTube videos (have fun with it!). We will spend several minutes of each class meeting discussing the various news and current event items which students have brought in for discussion (counted toward class participation grade).
- **Library Association Website Report (DUE February 11)**: Each student will visit one website of a professional association in the field of library and information science and write a short paper (1-2 pages) that outlines: (1) the mission of the organization; (2) its major activities; (3) its major publications; (4) its target membership; and (5) its value for the student entering the library and information science profession. Try to pick a library association that is of interest to you! The information you gather will be shared with the class via a short presentation. A list of library and information science association websites is available at:  
<http://www.itcompany.com/inforetrieve/assn.htm>
- **Library Website / OPAC Evaluation (DUE Primary evaluations February 25 / Secondary evaluations March 18)**: The goal of this two-part assignment is to provide you with a basic familiarity with a variety of Web-based online-public access catalogs and to give you practice in evaluating some of the characteristics of the OPACs.

**Part 1)** Each student will evaluate the websites and OPACs of two different types of institutions (academic, public, special collection/archive, school media center). You can choose local, national, or international (with websites in English!) institutions. Try to evaluate them through the critical eyes of a librarian. What do you feel are the most important characteristics of both the website and the OPAC for each institution? Some that you may want to consider are:

- ease of navigation on the website.
- the design of the website.
- accessibility of the OPAC.
- the effectiveness of the design of the OPAC.
- the ease of searching to OPAC.

- what the records look like.
- what records are displayable and searchable.
- how the bibliographic records for different formats (books, journals, a/v, archival) are similar or different in each OPAC.

You are encouraged to uncover any other characteristics that you find important. Write a 2-3 page summary for each institution that addresses what you have discovered. Please be specific in explaining what characteristics you feel are important and why. We will determine a form of distribution (listserve, Google group, Blackboard) where you will need to post your summaries individually.

**Part 2)** Each student will have to choose two institutions, evaluated by a colleague, to respond to with a 1-2 page summary. In this second summary, you will examine the websites / OPACs taking into consideration the characteristics originally evaluated and seeing if you have any additional characteristics of importance to add. Be sure to respond professionally.

- Article Summary and Review (DUE March 4): Each student will choose one article from a library and information science journal or a library-centric blog, and write a short summary and review (1-2 pages). The summary/review should include a complete citation to the article or blog post, a summary of what the author says, and your opinion of the article or blog entry. Do you agree with the author's view point? Why or why not? Was the article well-written? Was it appropriate for its intended audience? Add a list of 2-3 articles you would select for additional reading. A list of library and information science journals is available at: <http://www.itcompany.com/inforetriever/ej.htm>
- Library Observation report (DUE November 5): Visit a library, information business, archive, or information center of your choice. If you work in one type of information providing organization visit a different one from yours. Ask a reference question (think of a good one!) and evaluate the response you receive. Prepare a summary report (3-4 pages) about your visit by describing its key components (services, types of users, staff, and technology). Discuss what impressed you the most, the least, and what you would change if you ran the operation. Make sure to include mention of the library website including its design and functionality in your observation report. These observations will be shared with the class via a short in-class presentation/discussion.
- Letter to an Angry Patron (DUE March 25): The objective of this assignment is to review policy issues faced by libraries relating to freedom of information and to provide experience in responding to angry letters from patrons. In **business letter format**, please respond to this hypothetical letter to you, as director of the Sunnydale Public Library located in suburban San Francisco, in the format of a 1-2 page letter. Please refer to our textbook related chapters in Rubin (9 & 10). Try to placate the patron while upholding the values of the library profession as expressed in ALA documents.

October 30, 2012

Dear Mr. Battersea,

I am outraged! I will never allow another penny of my tax money to go to the Sunnydale Public Library. Nor will I ever set foot in the place. Nor will I allow my daughter or any of my family to set foot again in your library – ever again.

My Nina who is 10 came home with the most disgusting book I could imagine her seeing. It was called “Baby Basics: Children’s Activities in How Life Begins.” and it was about human reproduction. She’s only 10 and she found it on the library shelves, and checked it out. Nobody stopped here or said anything. This is a topic for families only and not something the library should get into. Nina knew it was a bad book and hid it under her bed for two weeks. (She’s obviously smarter than you idiots.) I found it today when I searched her room and burned it. If you want me to pay for it, just come and try!

You people are an utterly irresponsible batch of loons. What are you thinking? How could you let a little girl see a thing like that? I hate to think what you have on the internet that other kids could see. But Nina will never go there again, and I hope you all get fired when the mayor hears about this.

Angrily,

Seth Adamson  
22 Happy Valley Circle, Sunnyday CA

- LIS Careers and Personal Objectives (DUE April 1): This is a two-part assignment to help you get a feel for the employment prospects for LIS professionals and to help you think about your plan of study/professional development and how it may relate to acquiring the skills needed to boost your resume.

**Part 1)** Search some of the major job sites (e.g. LibGiG, Indeed, ACRL/NY, METRO) and select 5-10 fairly recent job vacancies in an area of librarianship that is of interest to you. It is important to select positions that are of interest to you. They don’t necessarily have to be your “dream job,” but they should be as close as possible to the area of librarianship that you hope to enter. Write a 2-3 page brief summary of trends, such as: salaries (if noted), future prospects for employment, desired / required skills and abilities, etc. If there is a specific area of the country you would prefer to work in (or even international) be sure to refine your search to try and include that geographical area. For example, if you want to work as a school media specialist in California, you should look up the certification requirements for that state, the expectations of the position (such as language requirements) and the cost of living in relation to expected salaries (if noted). You should also do some additional research using LIS literature to determine if there are any observed trends in your desired area of

employment. Finally, you should explore what LIS organizations and listserves a professional working in this area of librarianship would/should belong to.

**Part 2)** The second half of this assignment is for you to reflect on the list of desired and required qualifications for candidates and relate these to your own abilities. This should also be about 2-3 pages long. In this part of the assignment, you should explore your current strengths, and possible weaknesses. You should set specific long and short term goals/learning objectives and specify what goals you hope to achieve through LIS classes, which you intend to learn on the job or through internship(s), or how you hope to achieve them.

This assignment will be evaluated on the quality of your analysis of current and future job trends, you will not be graded on your goals in the second part of the assignment, but you will need to show evidence of reflection on your own background relevant to your employment opportunities and expectations related to your career. This paper should be approximately 4-6 pages long and should include copies of the job postings you referenced (not to be included in total paper length).

- **Technology Presentation (DUE April 8):** As groups of 2-3 students, you will be required to choose one of the following topics, learn about it, and give a presentation to the class about that topic. **The presentation will be 6 minutes long. Using PowerPoint or Prezi is required.** An annotated bibliography of 3-5 articles, chapters, or books about the technology will also be required (not including the case studies).

For each topic, your presentation is expected to cover the following 4 aspects:

- Definition of the technology you are presenting, e.g. what is blog;
- What is the history of the technology
- Demonstration and explanation of how the technology is used, and should be used in general;
- Case studies or examples of using the technology in LIS profession;
- Discussion on the related issues to the technology trends and challenges.

Technology	Possible Issues to be discussed
1. Wikipedia	<ul style="list-style-type: none"> <li>• Will Wikipedia replace Encyclopedias?</li> <li>• Discuss the pros and cons of Wikipedia compared to standard Encyclopedias.</li> <li>• What are the new developments in Wikipedia?</li> </ul>
2. Wikis	<ul style="list-style-type: none"> <li>• What are Wikis?</li> <li>• How are they currently being used in libraries?</li> <li>• Pros and cons of using Wikis in libraries?</li> </ul>
3. Blogs	<ul style="list-style-type: none"> <li>• What is WordPress?</li> <li>• How can blogs be used in Libraries?</li> <li>• Pros and cons?</li> </ul>
4. Social Networking	<ul style="list-style-type: none"> <li>• How do Public Libraries use MySpace or Facebook?</li> <li>• Is there a place for Facebook in academic libraries?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is Twitter? How is it useful for libraries? (or is it?)</li> </ul>
5. Social Tagging	<ul style="list-style-type: none"> <li>• What is social tagging? How can libraries use it?</li> <li>• What is de.lic.ous? How can libraries use it?</li> <li>• What is Flickr? What has Library of Congress done on their Flickr Project?</li> </ul>
6. Multimedia	<ul style="list-style-type: none"> <li>• How can Podcast be used in Libraries?</li> <li>• How can YouTube Videos be used in Libraries?</li> <li>• How can multimedia be used in designing online tutorials for librarians?</li> </ul>
7. RSS	<ul style="list-style-type: none"> <li>• What is RSS? And how do libraries use it?</li> <li>• What are the new developments of RSS in library services?</li> </ul>
8. Web Templates	<ul style="list-style-type: none"> <li>• What is LibGuide?</li> <li>• How can LibGuides be used in Library Services?</li> </ul>
9. Digital Preservation / Archives	<ul style="list-style-type: none"> <li>• What is IRODS? Who developed it? What contributions does it provide? (<a href="https://www.irods.org/index.php/IRODS:Data_Grids,_Digital_Libraries,_Persistent_Archives,_and_Real-time_Data_Systems">https://www.irods.org/index.php/IRODS:Data_Grids,_Digital_Libraries,_Persistent_Archives,_and_Real-time_Data_Systems</a>)</li> <li>• What is DSpace (<a href="http://www.dspace.org">http://www.dspace.org</a>)? Give examples of how it is used.</li> <li>• What is Fedora Commons (<a href="http://www.fedora-commons.org/">http://www.fedora-commons.org/</a>)? Give examples how it is used.</li> </ul>

- **Stakeholders Speak Out (DUE April 15):** The purpose of this assignment is to introduce the idea of stakeholders, that is, any individual, group or organization having a valid interest in a field or matter. In library context, they refer to groups that make up part of the library/information world that exert pressure on libraries regarding policies, values, and use of resources. These stakeholders, who have or feel that they have standing in the matter of administering libraries and other information agencies, bring agendas to the library table that must be addressed, usually for political and financial reasons. This assignment is a case study dealing with a real example of political pressures exerted by various stakeholders at the Boston Public Library.

Write a [hypothetical] letter to the Mayor of Boston protesting his plan to take over control of the \$54-million endowment of the Boston Public Library. You should write from one of these points of view:

- A Boston taxpayer
- A library school student in NYC
- A professional librarian in the BPL system
- A professional librarian employed in Texas
- A BPL reader in Boston

Be sure to make clear your point of view, thus establishing your "standing" as stakeholder in this issue. Explain clearly why you think this mayor's proposal is inappropriate in light of library history and values, or other reasons. Note that the Boston situation involves several



issues besides that of the endowment. Keep the writing crisp and focused while not oversimplifying the situation. Your paper will be judged on the cogency of your argument and presentation. (Assume here, for purposes of consistency, that this is your opinion; other opinions will be explored in subsequent class discussion.)

**References:**

Richard E. Rubin, *Foundations of Library and Information Science*, 2<sup>nd</sup> ed., Chapt. 4, "Information Policy: Stakeholders and Agendas."

Abby Goodnough, "In Boston, Mayor and Librarian Clash Over Control", *New York Times*, February 26, 2008 [online].

John N. Berry, "Blatant Berry: Hopes and Fears for Boston", *Library Journal*, December 15, 2007 [online].

Any other material on this subject you want to consult.

- **Issue Paper and Presentation (DUE April 29):** Each student will write a research paper in which you examine, analyze, and discuss a significant issue confronting library and information science professionals today. Suggestions of possible topics follow, but do not be limited by this list.

This is a graduate level research paper. Your ideas and opinions are vital to your writing but remember to support yourself with references to the literature and substantial discussion or argument on the issue. The paper should include:

- (a) a clear description of the issue and any peripheral issues you can identify
- (b) your professional point of view on the issue
- (c) your professional opinions as to what you believe could or should be done to resolve the issue.

The paper should be 5-8 pages, double-spaced with a bibliography and short list of additional recommended reading. Each student will give a 5-7 minute oral presentation on their paper topic. Prepare your presentation as though you were presenting on the topic at a LIS conference. The time limit is important! You are highly encouraged to use PowerPoint or another visual aid to enhance your presentation.

Some possible topics:

- Can information be owned?
- History of Libraries
- Intellectual freedom issues
- Is librarianship a dying or growing profession?

- The information poor/information rich
- Copyright and fair use in the electronic era
- Information literacy and the educational role of the library
- Perceptions of Librarians
- The public library as a social agency
- E-books and e-readers: issues for the library
- Racism and prejudice in information systems
- Internationalization of information
- Customer (patron, user) service: Does it matter what we call it?
- Privacy of library records
- Service to persons with disabilities
- Service to ethnic/racial minorities
- Responsibility of the librarian for accuracy of information provided to clients
- Library participation in adult education (ESL, GED, literacy, etc.)
- Internet: Friend or foe of public libraries?
- Future of the book
- The impact of Web 2.0 / social networking technologies on libraries and library services
- Architecture and its influence on “library as place”
- Scholarly Communication and OA
- Copyright and the library
- USA Patriot Act and/or Freedom of Information Act and libraries