

Palmer School of Library and Information Science
Long Island University
Syllabus

LIS 510-02 Introduction to Information Science & Technology
-- An Online Course --
Spring 2018

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Online Office Hours: Thursdays, 5-6:30pm

and

By Appointment
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Course Description

Overview of the library and information science (LIS) field. Introduction to the history, functions, and processes of library and information science along with a description of major information technologies applied in libraries and information centers. Discussion of LIS institutions' place in society, practice of the profession in various types of settings, and current issues and trends.

Palmer School Student Learning Objectives (SLOs)

- 1a. Demonstrate understanding of the foundations, ethics and values of the library and information science professions;
- 1b. Demonstrate understanding of the processes and technologies of the library and information science professions
- 5a. Demonstrate understanding of how to effectively contribute to the profession. Students will achieve this by explaining the importance of service to the profession and continuing professional development as a means to contribute to the profession.

Course Objectives and Outcomes Assessment

- Be able to identify the types of libraries and information centers, and understand the function of each institution (*SLO 1a, 1b*) (*Assignment 1: Library Visit Report*)
- Demonstrate competency in information and technology literacies. (*SLO 1b*) (*Assignment 2: Survey of Technology Applications*)
- Understand the basic principles of intellectual freedom and collection development. (*SLO 1a*) (*Assignment 3: Letter to An Angry Patron*)
- Be familiar with the challenges and issues that information professionals face. (*SLO 1a, 5a*) (*Assignment 4: Issue Paper* → Also to be submitted to ePortfolio)

Textbook

Rubin, Richard E. (2016). *Foundations of Library and Information Science*. 4th ed. Chicago: Neal-Schuman Publishers. ISBN: 978-0-8389-1370-3. (Z665.2 U6 R83 2016)

Course Schedule

Date	Week	Topics/Readings/Assignments
1/25	1	Introduction and Overview READ: Rubin, Chapter 1
2/1	2	LIS: History and Mission READ: Rubin, Chapter 2 <i>Recommended</i> : Horrigan 2016
2/8	3	Libraries & Information Centers: An Organizational Perspective READ: Rubin, Chapter 3 <i>Recommended</i> : Rosa; Terrell
2/15	4	Information Science, Data Science, and Beyond READ: Rubin, Chapter 7 <i>Recommended</i> : Ball; Cao -- Assignment 1: Library Visit Report due
2/22	5	Information Technology (IT) in LIS I: Library Systems READ: Breeding 2017 <i>Recommended</i> : Breeding 2015b; Enis; Han
3/1	6	IT in LIS II: Ebooks, Ejournals & E-content Management READ: Herther; Polanka <i>Recommended</i> : Anderson; Levine-Clark; Little; Schlangen
3/8	7	IT in LIS III: Virtual References, Virtual/Augmented Reality READ: Johnson, Wallis <i>Recommended</i> : Fan, Fought & Gahn; McNeal & Newyear
3/15		<i>Spring Recess – NO CLASS</i>
3/22	8	IT in LIS IV: Social Media Applications READ: King 2015 <i>Recommended</i> : Rossmann & Young
3/29	9	IT in LIS V: Mobile Technology, RFID, Makerspaces, Gaming & More READ: Rubin, Chapter 4; Hahn <i>Recommended</i> : Ayre; Britton; Griffey; Hennig; Kim -- Assignment 2: Survey of Technology Applications due
4/5	10	Information Access and Discovery READ: Breeding 2015a <i>Recommended</i> : Lepore
4/12	11	Policies, Values and Ethics in LIS READ: Rubin, Chapter 8-10 <i>Recommended</i> : Blomberg; Breeding 2016; Carbo & Smith
4/19	12	LIS Education and the MLIS Curriculum READ: Rubin, Chapter 5 <i>Recommended</i> : Chu -- Assignment 3: Letter to An Angry Patron due
4/26	13	The Service Orientation and Changing Time in the LIS Field READ: King 2017 <i>Recommended</i> : Carlson; Connaway, et al.; Green; Horrigan 2015; IFTF
5/3	14	LIS Trends and Future Outlook READ: Marcotte -- Assignment 4: Issue Paper due

Non-textbook Readings (Non-textbook readings are of two kinds: required and recommended. In other words, all the readings not marked as recommended are required readings. Both types of the readings are available in pdf or via URL at the course Blackboard site.)

- Anderson, Elsa K. (2014). Electronic content management systems. *Library Technology Reports*, 50(3), 3-47.
- Ayre, Lori Bowen. (2012). Library RFID systems for identification, security and materials handling. *Library Technology Reports*, 48(5), 3-35.
- Ball, Stephanie. (2013). Managing big data: What's relevant? *AALL Spectrum*, 18(2), 25-27.
- Blomberg, Peter. (2011). Censorship: An exploration of issues, problems, and resolutions. *PNLA Quarterly*, 75(2), 40-46.
- Breeding, Marshall. (2015a). *The future of library resource discovery: A white paper commissioned by the NISO Discovery to Delivery (D2D) Topic Committee*. Baltimore, MD: NISO. Retrieved from http://www.niso.org/apps/group_public/download.php/14487/future_library_resource_discovery.pdf
- Breeding, Marshall. (2015b). Library service platforms: A maturing genre of products. *Library Technology Reports*, 51(4), 3-38.
- Breeding, Marshall. (2016). Privacy and security for library systems. *Library Technology Reports*, 52(4), 1-35.
- Breeding, Marshall. (2017). Library Systems Report 2017. *American Libraries*, 48(5), 23-35.
- Britton, Lauren. (2012). A fabulous laboratory. *Public Libraries*, 52(4), 30-33.
- Cao, Longbing. (2017). Data science: Challenges and directions. *Communications of the ACM*, 60(8), 59-68.
- Carbo, Toni, and Smith, Martha M. (2008). Global information ethics: Intercultural perspectives on past and future research, *Journal of the American Society for Information Science and Technology*, 59(7), 1111-1123.
- Carlson, Scott. (2007). Are reference desks dying out?: Librarians struggle to redefine – and in some cases eliminate – the venerable institution. *The Reference Librarian*, 48(2), 25-30.
- Chu, Heting. (2010). Library and information science education in the digital age. In Anne Wordsworth. (Ed.). *Advances in Librarianship*, 32, 77-111.
- Connaway, Lynn Silipigni, et al. (2015). *The library in the life of the user: Engaging with people where they live and learn*. Dublin, OH: OCLC Research. Retrieved from <http://www.oclc.org/content/dam/research/publications/2015/oclcresearch-library-in-life-of-user.pdf>
- Enis, Matt. (2016). All systems. *Library Journal*, 141(6), 34-44.
- Fan, Suhua Caroline, Fought, Rick L., and Gahn, Paul C. (2017). Adding a feature: Can a pop-up chat box enhance virtual reference services? *Medical Reference Services Quarterly*, 36(3), 220-228.
- Green, Samuel S. (1876, Republished on June 15, 1993). Personal relations between librarians and readers. *Library Journal*, 118, S4-5.
- Griffey, Jason. (2014). 3-D printers for libraries. *Library Technology Reports*, 50(5), 3-30.
- Hahn, Jim. (2017). The Internet of Things: Mobile technology and location services in libraries. *Library Technology Reports*, 53(1), 3-28.
- Han, Yan. (2010). On the clouds: A new way of computing. *Information Technology and Libraries*, 29(2), 87-92.
- Hennig, Nicole. (2014). Selecting and evaluating the best mobile apps for library services. *Library Technology Reports*, 50(8), 3-30.

- Herther, Nancy K. (2015). Finally a breakthrough for ebooks: Let the library deluge begin. *Online Searcher*, 39(1), 40-48.
- Horrigan, John B. (2015). Libraries at the crossroads. Pew Research Center. Retrieved from http://www.pewinternet.org/files/2015/09/2015-09-15_libraries_FINAL.pdf
- Horrigan, John B. (2016). Libraries 2016. Pew Research Center. Retrieved from <http://www.pewinternet.org/2016/09/09/libraries-2016/>
- IFTF (Institute for the Future). (2017). *The next era of human | machine partnership: Emerging technologies' impact on society and work in 2030*. Palo Alto, CA: Institute for the Future, Dell Technologies. Retrieved from https://www.delltechnologies.com/content/dam/delltechnologies/assets/perspectives/2030/pdf/SR1940_IFTFforDellTechnologies_Human-Machine_070517_readerhigh-res.pdf
- Johnson, Sydney. (2017). An augmented reality library comes to life for aspiring teachers at UT San Antonio. *EdSurge News*. Retrieved from <https://www.edsurge.com/news/2017-07-05-an-augmented-reality-library-comes-to-life-for-aspiring-teachers-at-ut-san-antonio>
- Kim, Bohyun. (2015). Understanding gamification. *Library Technology Reports*, 51(2), 3-35.
- King, David Lee. (2015). Managing your library's social media channels. *Library Technology Reports*, 51(1), 2-35.
- King, David Lee. (2017). How to keep up with emerging technology. *Computers in Libraries*, 37(10), 12-14.
- Lepore, Jill. (January 26, 2015). The cobweb: Can the Internet be archived? *New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2015/01/26/cobweb>
- Levine-Clark, Michael. (2015). E-book usage on a global scale: Patterns, trends and opportunities. Insights: *The UKSG Journal*, 28(2), 39-48.
- Little, Geoffrey. (2011). The book is dead, long live the book! *The Journal of Academic Librarianship*, 37(6), 536-538.
- Marcotte, Alison. (2017). 10 tech trends. *American Libraries*, 48(5), 36-40.
- McNeal, Michele L, and Newyear, David. (2013). Streamlining information services using chatbots. *Library Technology Reports*, 49(8), 3-47.
- Polanka, Sue. (Ed.). (2016). E-content in libraries: Marketplace Perspectives. *Library Technology Reports*, 51(8), 3-34.
- Rosa, Kathy S. (Ed.). (April 2017). The State of America's Libraries 2017: A Report from the American Library Association. *American Libraries*, 48(special issue), 1-29. Retrieved from <http://www.ala.org/news/state-americas-libraries-report-2017>
- Rossmann, Doralyn, and Young, Scott W.H. (2016). Social media optimization: Principles for building and engaging community. *Library Technology Reports*, 52(8), 2-53.
- Schlangen, Maureen. (2015). Content, credibility, and readership: Putting your institutional repository on the map. *Public Services Quarterly*, 11(3), 217-224.
- Terrell, Heather B. (2016). Reference is dead, long live reference: Electronic collections in the digital age. *Information Technology and Libraries*, 34(4), 55-62.
- Wallis, Lauren. (2014). Building a virtual reference shelf. *Serials Librarian*, 67(1), 52-60.

Blackboard, the Online Learning Platform

This course is taught fully in online format using Blackboard (<https://blackboard.liu.edu>) and other means (e.g., telephone). Lectures, recommended readings, and other course materials are delivered weekly via Blackboard by Thursdays throughout the semester. Discussion forum at Blackboard is also used for asynchronous discussion, comments and Q&A while the course is in session.

Please note that you must use your LIU email and login credentials to access Blackboard. Your LIU email will be used for announcements and all other exchanges related to this course. Do make sure that you check your LIU email regularly. If Blackboard is new to you, explore the Help link at the top right corner of the course page after logging into your account. Further tech support for using Blackboard and MyLIU (for course schedule, grades, etc.) can be found at <http://it.liu.edu/>.

Course Requirements

Assignments: There are four individual assignments for this course. Detailed instructions for each assignment will be posted to Blackboard. You are required to submit them to the “Assignments” area at Blackboard by the due date. Graduate level of work is expected of all your assignments. Use one of the citation styles (please be consistent) to list sources in your assignments when needed. Visit http://liu.cwp.libguides.com/sb.php?subject_id=13235 for more information about major citation styles.

Class Participation & Attendance: Your active participation in online discussion/exchange is required. You are also expected to “attend” this online class by going over the online lectures, doing the readings as well as using Blackboard for other course related activities.

Course Evaluation

Below is the percentage distribution of the final grade as well as the estimated time to complete each assignment.

Assignment 1: Library Visit Report	15%	15 hours
Assignment 2: Technology Presentation	25%	20 hours
Assignment 3: Letter to An Angry Patron	10%	05 hours
Assignment 4: Issue Paper	35%	30 hours
Class participation & attendance	15%	

Please note that Blackboard can only take number grades while MyLIU just accepts letter grades. Therefore, your assignments will all be graded using number grades. Your final grade for this course however will be a letter grade.

State Education Department Requirement: 150 hours

Lectures	30 hours
Readings	50 hours
Assignments	70 hours

LIU Post Academic Conduct Policy (Applicable to all campuses of LIU)

The Academic Conduct Policy of the C.W. Post Campus at <http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards> 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.