Palmer School of Library and Information Science  
Long Island University  

Syllabus  

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

Spring 2018  

Instructor: Heting Chu  
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E-mail: hchu@liu.edu  

Online Office Hours: Thursdays, 5-6:30pm  
and  
By Appointment  

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  
## Course Schedule

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


**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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Library Visit Report</td>
<td>15%</td>
<td>15 hours</td>
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<tr>
<td>Assignment 2: Technology Presentation</td>
<td>25%</td>
<td>20 hours</td>
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<tr>
<td>Assignment 3: Letter to An Angry Patron</td>
<td>10%</td>
<td>05 hours</td>
</tr>
<tr>
<td>Assignment 4: Issue Paper</td>
<td>35%</td>
<td>30 hours</td>
</tr>
<tr>
<td>Class participation &amp; attendance</td>
<td>15%</td>
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</tbody>
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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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>30</td>
</tr>
<tr>
<td>Readings</td>
<td>50</td>
</tr>
<tr>
<td>Assignments</td>
<td>70</td>
</tr>
</tbody>
</table>

**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.