

**LIS 510-002: Introduction to Library and Information Science**  
Fall 2016

Lecture: Monday 7:00-8:50 pm @ LB 363

Instructor: Qiping Zhang  
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Course Credit: 3  
Pre-requisite: none

Office Hour: by appointment  
Library 333, Post

Course URL: <http://blackboard.liu.edu>

**Course Description (Bulletin Description)**

Overview of the library and information science field. Introduction to the history, functions, and processes of library and information science, its place in society, practice of the profession in various types of settings, and current issues and trends.

**Palmer Student Learning Objectives (SLO) met by the course:**

- 1a. Explain and apply the foundations and principles of the library and information science professions
- 1b. Analyze policies and trends affecting libraries and information organizations and the profession;
- 1c. Compare and contrast different types of collections and information organizations;
- 1d. Communicate effectively with diverse audiences;
- 3b. Develop and deliver information programs designed to meet the needs of specific users and communities;
- 3c. Integrate technology into programs and services.

**Course Objectives and Outcome Assessment**

- Be able to identify the types of libraries and library agencies and understand the function in each institution (SLO 1c, 1d, 3b) (*Assignment 1: Library Visit Report*)
- Demonstrate competency in multiple literacies (information literacy, technology literacy, and visual literacy) (SLO 3c) (*Assignment 2: Technology Presentation*)
- Identify various policy issues that face libraries and information professions today. (SLO 1b) (*Assignment 3: Policy Report*)
- Understand the basic principles of intellectual freedom and collection development. (SLO 1a) (*Assignment 4: Letter to An Angry Patron*)
- Be familiar with the challenges and issues that information professionals face. (SLO 1a, 1b) (*Assignment 5: Issue Paper*)

**Textbooks:**

Rubin, Richard E. (2016) Foundations of Library and Information Science, 4th ed., New York: Neal-Schuman. ISBN: 978-0838913703

### Recommended Readings: (optional)

All the readings are available in pdf or as a URL at the course Blackboard site. Students, as future library and information professionals, are also encouraged to locate additional related materials for this course on your own.

1. Aharony, Noa. (2014). Mobile libraries: Librarians' and students' perspectives. *College & Research Libraries*, 75(2), 202-217.
2. American Library Association. (nd). ALA Leadership Traits List. Retrieved from <http://www.ala.org/nmrt/initiatives/ladders/traits/traits>
3. American Library Association. (nd). What Library Managers Need to Know. Retrieved from <http://www.ala.org/educationcareers/careers/librarycareersite/whatyouneedlibrarymgr>
4. Ball, Stephanie. (2013). Managing big data: What's relevant? *AALL Spectrum*, 18(2), 25-27.
5. Blomberg, Peter. (2011). Censorship: An exploration of issues, problems, and resolutions. *PNLA Quarterly*, 75(2), 40-46.
6. 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. [http://www.niso.org/apps/group\\_public/download.php/14487/future\\_library\\_resource\\_discovery.pdf](http://www.niso.org/apps/group_public/download.php/14487/future_library_resource_discovery.pdf).
7. Breeding, Marshall. (2015b). A look at tech. *American Libraries*, 46(7/8), 21-24.
8. Brey-Casiano, Carol A. (2008) Leadership Qualities for Future Library Leaders, In C. Walter & Gerda B. Mortenson Center for International Library Programs., Illinois State Library., & Institute of Museum and Library Services (U.S.). (Ed.). *Thinking outside the borders* (p 45-49). Urbana-Champaign, Ill.: Mortenson Center for International Library Programs at the University of Illinois. Retrieved from [http://www.library.illinois.edu/mortenson/book/10\\_brey-cassiano.pdf](http://www.library.illinois.edu/mortenson/book/10_brey-cassiano.pdf)
9. Carbo, Toni, and Almagno, Stephen. (2001). Information ethics: The duty, privilege and challenge of educating information professionals. *Library Trends*, 49(3), 510-518.
10. 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.
11. 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.
12. Cerbo II, Michael A. (2011). Is there a future for library catalogers? *Cataloging & Classification Quarterly*, 49(4), 323-327.
13. Chu, Heting. (2010). Library and information science education in the digital age. In Anne Wordsworth. (Ed.). *Advances in Librarianship*, 32, 77-111.
14. Curran, Charles. (2001). What do librarians and information scientists do? *American Libraries*, 32(1), 56-59.
15. Darnton, Robert. (2008). The library in the new age. *The New York Review of Books*, 55(10). [http://polaris.gseis.ucla.edu/gleazer/260\\_readings/Darnton.pdf](http://polaris.gseis.ucla.edu/gleazer/260_readings/Darnton.pdf).
16. Drucker, Peter F. (1994). The age of social transformation, *The Atlantic Monthly*, 274(11), 53-80. Also available at: [http://www.adishakti.org/pdf\\_files/age\\_of\\_social\\_transformation\\_%28theatlantic.com%29.pdf](http://www.adishakti.org/pdf_files/age_of_social_transformation_%28theatlantic.com%29.pdf).
17. Gordon, Springer Rachel. (2004). Chapter One: Becoming a Library Manager in *The Accidental Library Manager*. Information Today Inc. Retrieved from <http://books.infotoday.com/books/AccLibMan/sample.pdf>

18. Green, Samuel S. (1876, Republished on June 15, 1993). Personal relations between librarians and readers. *Library Journal*, 118, S4-5.
19. Herther, Nancy K. (2015). Let the library deluge begin. *Online Searcher*, 39(1), 40-48.
20. Hillmann, Diane, Coyle, Karen, Phipps, Jon, and Dunsire, Gordon. (2010). RDA vocabularies: Process, outcome, use. *D-Lib Magazine*, 16(1/2).  
<http://www.dlib.org/dlib/january10/hillmann/01hillmann.html>.
21. LaGuardia, Cheryl. (2012). Library Managers and Administrators, Part 1: Who Would be a Middle Manager? | Not Dead Yet in *Library Journal*, 2012 (10), Retrieved from <http://lj.libraryjournal.com/2012/10/opinion/not-dead-yet/library-managers-and-administrators-part-1-who-would-be-a-middle-manager-not-dead-yet/>
22. Lepore, Jill. (January 26, 2015). The cobweb: Can the Internet be archived? *New Yorker*.  
<http://www.newyorker.com/magazine/2015/01/26/cobweb>.
23. Little, Geoffrey. (2011). The book is dead, long live the book! *The Journal of Academic Librarianship*, 37(6), 536–538.
24. Mi, Jia, and Weng, Cathy. (2008). Revitalizing the library OPAC: Interface, searching, and display challenges. *Information Technology and Libraries*, 7(1), 5-22.
25. Neal, James G. (2002). Copyright is dead ... Long live copyright. *American Libraries*, 33(11), 48-51.
26. Ross, Lyman, and Sennyey, Pongracz. (2008). The library is dead, long live the library! The practice of academic librarianship and the digital revolution. *The Journal of Academic Librarianship*, 34(2), 145-152.
27. Tillett, Barbara. (2004). What is FRBR?: A Conceptual Model for the Bibliographic Universe. <http://www.loc.gov/cds/downloads/FRBR.PDF>.

## Course Schedule

#	Date	Lecture Topics	Readings	Due
1	9/12	Introduction to the Course		
2	9/19	Overview LIS: History and Mission	Ch 1 Ch 2 14, 16	
3	9/26	LIS: Organizational Perspective	Ch 3 13	
4	10/3	LIS: Education & Profession	Ch 5	1. Library Visit Report
	10/10	<i>No Class: Columbus Day</i>		
5	10/17	Information Technology	Ch 4 6	2. Technology Presentation
6	10/24	Knowledge Organization	Ch 6 12,20,27	
7	10/31	Information Access and Discovery	7, 22, 24	
8	11/7	Information Science	Ch 7 1, 19	
9	11/14	Information Policy	Ch 8-9 5, 25	
10	11/21	Information Ethics	Ch 10 9, 10	3. Policy Report
11	11/28	Library Services (invited speaker)		
12	12/5	Field Trip		4. Letter to Angry Patron
13	12/12	Operational Management and Managerial Leadership	2, 3, 8, 17, 21	
14	12/19	Trends and Issues in LIS Professions	4, 11, 15, 18, 26	5. Issue Paper

## Course Requirement

*Assignments:* There are five individual assignments. The detailed instruction for each assignment will be posted in Blackboard. You are required to submit them in Blackboard "Assignment" area by the due date. Use one of the citing styles (please be consistent) to list sources in your assignments if needed; for more information please visit:

<http://www2.liu.edu/cwis/cwp/library/workshop/citation.htm>.

*Class Participation:* your active participation in class discussion is required. You are expected to critically read the material prior to the class, and to arrive at the class with your own lists of questions and comments.

## Course Evaluation

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

Assignment 1: Library Visit Report	20%	15 hours
Assignment 2: Technology Presentation	20%	15 hours
Assignment 3: Policy Report	10%	10 hours
Assignment 4: Letter to Angry Patron	10%	05 hours
Assignment 5: Issue Paper	30%	25 hours
Class Participation	10%	

State Education Department Requirement of Credit Hours: 150 Hours

Class Time	30 hours
Required Readings	40 hours
Assignments	80 hours

Your final grade will be a letter grade. The letter grades and corresponding numerical grades are listed below:

A	95 - 100
A-	92 - 94
B+	88 - 91
B	85 - 87
B-	82 - 84
C+	78 - 81
C	75 - 77
C-	72 - 74
D	65 - 71
F	55 and below

## Course Policies

*Email Policy:* Please note that you must use your LIU email for all course related communication. Your LIU email will be used for announcements and all other exchanges related to this course.

*Incomplete Policy:* As of Fall 2015, CEIT (College of Education, Information & Technology), the parent institution of Palmer School, requires that students must submit a written request using

a standard form (available upon request) with appropriate documentation (e.g. doctor's note) to the course instructor when there is a need to take an Incomplete grade in this course. If the request is approved by the Palmer School director, and CEIT dean, the instructor will assign the Incomplete grade.

*LIU Post Academic Conduct Policy:* Academic integrity is vital to student learning and growth. Violations of academic integrity include plagiarism, cheating, and other similar actions. Students whose work do not fulfill the expectations of academic integrity may have sanctions imposed. Please see the student handbook at <http://www.liu.edu/CWPost/StudentLife/Services/Student-Conduct>. It outlines academic integrity as well as possible sanctions and the appeal process.

*Statement on Disability Services:* Qualified students with disabilities who require accommodations must submit supporting documentation to the LIU Post Office of Disability Support Services (DSS) located in Learning Support Center in Post Hall (lower level, East wing, 516-299-3057). Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential and accommodations cannot be given to students unless the appropriate document is given to the instructor.