

**Dewar College of Education and Human Services (COEHS)
Valdosta State University
Department of Library and Information Studies**

**MLIS 7000
Foundations of Library and Information Science
Three Credit Hours**

COEHS - Guiding Principles

Dispositions: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity: All learners deserve high expectations and support.

Process: Learning is a lifelong process of development and growth.

Ownership: Professionals are committed to and assume responsibility for the future of their disciplines.

Support: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact: Effective practice yields evidence of learning.

Technology: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

Organization of Recorded Knowledge and Information: The librarian understands and uses the principals involved in the organization, representation, and classification of recorded knowledge and information.

Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

(Extracted from ALA's Core Competences of Librarianship 2009, available from: <http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA Core Competences 1, 2, 3, 5, 8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA Core Competences 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA Core Competences 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA Core Competences 7]

Instructors

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Course Description

An introduction to the library and information science field, its history and future directions. The focus is on the history, concepts, and technological development of the discipline. Students will gain familiarity with library and information theory, the discipline and sub-disciplines within the information sciences, and ethical practices and standards.

Required Textbooks / Resource Materials

1. Rubin, R. (2020). *Foundations of Library and Information Science (5th ed.)*. New York: Neal-Schuman Publishers.
2. Hollister, C. (2014). *Handbook of Academic Writing for Librarians (revised edition)*. Chicago: American Library Association/Association of College and Research Libraries. (<http://www.alastore.ala.org/detail.aspx?ID=11209>) **It is strongly urged that you obtain a copy of this book if you do not have extensive academic writing and publishing experience.**

3. *Publication Manual of the American Psychological Association [APA Style Manual], 7th ed.* (2019).
4. *LiveText* online assessment system – required in order to maintain Student Learning Outcome Assessment (SLOA) records for ALA MLIS Program Accreditation.
5. *Weekly readings* from the LIS professional and academic literature as indicated in each module. Articles will be available via GALILEO Scholar, the Odum Library's e- journals collection or on Odum Library course reserve, or links will be provided in the course website.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at

http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Course Objectives

Upon completion of this course, students will be able to demonstrate the ability to meet the following Student Learning Outcomes (SLOs):

- SLO 1. Discuss major topics, concepts, history, and issues of library and information science (LIS) (PO1, PO4)
- SLO 2. Explore the functions, service perspective, and ethics of the LIS profession (PO1, PO4)
- SLO 3. Explain the role of technology in LIS practice (PO 2)
- SLO 4. Describe the similarities and differences among types of libraries and information centers (PO3, PO4)
- SLO 5. Use LIS vocabulary appropriately (PO 4)
- SLO 6. Analyze trends in LIS job announcements (PO 1)
- SLO 7. Examine LIS literature (PO 3)
- SLO 8. Discuss the role of library and information services in a diverse global society (PO1, PO 4)
- SLO 9. Employ oral and written communication skills (PO 4)

Note: Program Objectives (POs) are listed on page 2 of this syllabus under the heading MLIS Program Objectives

Course Activities/Assignments/Assessments

There are a number of assessments developed to meet ALA MLIS Program Accreditation requirements for student learning outcomes. These assessments are part of all MLIS core courses. **LiveText is the online platform that has been selected for these assessments and all MLIS students are REQUIRED to purchase a license for LiveText system** (if you already own a license our domain can be added to your current license). The LiveText Student Membership Standard Edition offers you full access to LiveText for the entire time you are enrolled in a program (a maximum of 7 years).

MLIS 7000 includes three assignments that partially fulfill the MLIS Program Objectives. You will find them marked as "**necessary to fulfill requirements for this course**" on page 5 of this syllabus. You must submit the final copies of these assignments to BOTH your LiveText account as well as via BlazeVIEW.

The following list is a brief overview of the assignments in this course. Complete instructions for each assignment, lab or discussion board, along with grading criteria, will be posted on the BlazeVIEW course site in advance of all due dates.

Module Essays and Discussions – 30% of final grade (15 module essays and associated group discussion with your assigned small module discussion group, each counting as 2% of final grade)

- Successful completion of this assignment is **necessary to fulfill requirements for this course** and indicates partial accomplishment of MLIS Program-level student learning outcomes. You must create a document (template to be provided) that includes **all** 15 completed module essays and upload it to LiveText before we can give you a final grade for MLIS 7000.

Module Lab Assignments – 15% of final grade (15 lab assignments, each counting as 1% of final grade)

- Lab assignment included in each module.

Course Assignments – 55% of final grade (five course assignments, percent of final grade ranging from 5% to 15% depending on the assignment)

1. Library Interview Report – 10% of final grade

- Interview a working librarian (**must** have an MLIS) ~~and tour the library where the librarian works~~ (element eliminated for SP 2021 due to Covid-19 restrictions), then document your interview ~~and tour~~ (element eliminated for SP 2021 due to Covid-19 restrictions) in a short essay. Cannot be a library where you currently or previously worked.

2. Job Ad Analysis – 15% of final grade

- For the period of one month, monitor two of sources (list provided in assignment) of LIS job announcements and analyze your findings.

3. LIS Journals Analysis – 15% of final grade

- Successful completion of this assignment is **necessary to fulfill requirements for this course** and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded as a BlazeVIEW assignment as well as to LiveText.

4. Ethics and Standards Group Project = 10% of final grade

- Work in groups to explore the ethics of one particular professional group within the LIS professions. Write and submit a group paper. Successful completion of this assignment is **necessary to fulfill requirements for this course** and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded as a

BlazeVIEW assignment as well as to LiveText.

5. Electronic Portfolio Preparation = 5% of final grade

- Create a professional electronic portfolio that you will build throughout your time at VSU and submit as a requirement of MLIS 7800 at the end of your studies

Course Grades

Students can earn a maximum of 100% in this course. Assignment and course grades will be awarded as follows:

- A: 90 – 100 % - Excellent – exceeds all minimum expectations in work completed
- B: 80 – 89 % - Good – meets all and exceeds some minimum expectations
- C: 70 – 79 % - Satisfactory – meets some minimum expectations
- D: 60 – 69 % - Poor – meets few minimum expectations
- F: 59% and lower – Failing – did not meet expectations

(per VSU Graduate Student Academic Standards & Regulations <http://catalog.valdosta.edu/graduate/academic-standards-regulations/>)

*Please note, VSU only awards full letter grades, there are no options for plus or minus

Standards for MLIS core courses: All students admitted Fall 2012 and thereafter must earn a grade of "B" or better in **all** core courses: MLIS 7000, 7100, 7200, 7300, 7400/7440, 7700, and 7800, or repeat the course until a grade of "B" or higher is earned.

No grade below "C" will be credited toward a graduate degree.

(per VSU Graduate Student Academic Standards & Regulations <http://catalog.valdosta.edu/graduate/academic-standards-regulations/>)

To be eligible for an "A" in this course, a student must complete **every** assignment and all module essays.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the COEHS Policy on Plagiarism on page 6 of the MLIS Guide to Ethical Conduct at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

Attendance Policy

All course meetings and activities will be conducted asynchronously via BlazeVIEW, Valdosta State University's electronic course management system. Course content is delivered according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated. It is in the student's best interest to log into the BlazeVIEW course delivery system **daily** to check for announcements and BlazeVIEW mail

messages related to the course.

Late Policy

All course work is due via BlazeVIEW **no later than the date and time** indicated on the course calendar. There are no exceptions for Module Discussions or Labs and due to the pace of the course, no credit can be awarded for late submissions of Module Discussions or Labs. Any exceptions to the posted due date for assignments **must be negotiated in advance** and are limited to documented personal or immediate family health emergencies. Technological crises are not an acceptable excuse for submitting work late unless BlazeVIEW is down at the time the work is due. There will be a reduction of 10% of the possible assignment grade deducted from the student's score for 24 hours or increment thereof through Friday (4 days after assignment due date).

If you need additional time to work on an assignment due to a documented personal or immediate family health emergency, or death you **must** contact your instructor BEFORE an assignment is due to discuss your situation. Assignments will not receive full credit if submitted after the assignment submission window closes without prior consent. Exceptions for late submission are limited to illness (with doctors note) or death in immediate family (include obituary).

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent their own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

Below is information directly quoted from the VSU [Academic Honesty Policies and Procedures](#):

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

*For more information, visit [Academic Honesty at VSU](#).

The consequences for acts of academic dishonesty in the Dewar College of Education & Human Services are:

First Offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Academic Integrity Report](#).

Second Offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Academic Integrity Report](#). According to the [Academic Honesty Policies and Procedures](#) document, “after a second (or subsequent) [Academic Integrity Report](#) has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.” <http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Student Opinion of Instruction (SOIS)

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOIS) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOIS responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIS, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.