LSC 557-01: Libraries and Information in Society
Online/Weekend Learning (OWL)
Spring 2012

Course Syllabus
Last update January 5, 2012

Note: This syllabus is subject to change

3 Credit Hours
No Prerequisites

Online/Weekend Learning (OWL) Format: In-person meetings Saturdays, 9:30 – 12:00p.m. January 14, February 18, March 17, April 21

Classroom: Pangborn Hall, Room G024

<table>
<thead>
<tr>
<th>Instructor: Renate Chancellor, Ph.D.</th>
<th>Office: 248 Marist Hall</th>
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<tbody>
<tr>
<td>Voice: 202-319-6272</td>
<td>Office Hours: Wednesdays, 1pm-3pm and by appointment</td>
</tr>
<tr>
<td>Email: <a href="mailto:chancellor@cua.edu">chancellor@cua.edu</a></td>
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</tbody>
</table>

Course Description
Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. This course incorporates historical developments, current trends, and the outlook for the future. Emphasis will be placed on the values, principles, legal, and ethical responsibilities of the profession which provides a foundation for each student’s ongoing professional development and leadership.
**Course Structure**
The DISCUSSION BOARD should be your first stop for all activity. While the majority of this course is offered online and in the asynchronous mode, in order to facilitate organization and structure the course “week” will begin and end on **Saturdays**. (An asynchronous course is one in which the instruction is delivered at one time and the work can be done by students at varying times). New material will be posted by midnight on Fridays. To be considered on time, all assignments/activities should be completed uploaded by the due date.

**Instructional Methods**
Online discussions and course materials will be available through Blackboard at: [http://bb9.cua.edu](http://bb9.cua.edu)

This course uses a variety of instructional methods and activities that include:
- Lecture and discussion based on the readings
- Small group discussions
- Student presentations
- Collaborative learning
- Feedback to and from the instructor

**Required Text**

**Optional Supplementary Texts**

**Supplementary Resource**
OWL at PURDUE is a useful website for general APA Guidelines: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Required Technologies**
The following capabilities are required for course delivery:
- Blackboard; standard CUA software; CUA library and information system accounts;
- ability to use ALADIN digital library resources. Every student should have daily access to a computer and high speed internet access.

**Tools and Technologies Taught:** This course presents the concept of technological innovation as a major factor in librarianship and information professions. It does not teach the use of specific technologies.
Libraries
The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

Email Policy:
The official response time for email is within 48 hours - excluding weekends. However, I will usually respond to emails within 24 hours with the exception of weekends and university holidays.

Course Goals and Objectives:
The course goals are to:

- Discuss the role of information in society
- Examine the historical development of the role of information, libraries, and librarianship in society
- Understand the role of libraries, archives, museums, and other information service organizations in society
- Identify and discuss the core values and ethical principles associated with librarianship and related information professions
- Explore the impact of multicultural and diverse populations on librarians and information professionals
- Understand the policy issues related to the creation, dissemination, preservation, and use of Information

By the end of this course students will be able to:

1. Demonstrate an understanding of the theoretical foundations of Library and information Science
2. Describe the major developments in the history of the role of libraries and librarianship in society
3. Articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom
4. Identify major information-related social issues in contemporary society and describe the various perspectives that characterize current debates on those issues

Professional Standards Addressed
With respect to the curriculum objectives stated in Section II of the Standards for Accreditation of Master’s Programs in Library & Information Studies, 1992, this course addresses:
Development of library and information professionals who will assume an assertive role in providing services by educating students in the role of librarians in modern society

An evolving body of knowledge that reflects the findings of basic and applied research from relevant fields by incorporating current news and trends into the content of the course

The needs of a rapidly changing society by exploring the breadth of contexts, roles, and contributions of librarians, and the influences affecting their role in society

Commitment to continuous professional growth by exploring the dynamic forces at work that are continuing to change the tools and practice of librarianship, and the role of information in society


“A.8 Advises the organization on copyright and intellectual property issues and compliance.

“B.6 Develops information policies for the organization regarding externally published and internally created information resources and advises on the implementation of these policies.

“D.3 Protects the information privacy of clients and maintains awareness of, and responses to, new challenges to privacy

“D.4 Maintains current awareness of emerging technologies that may not be currently relevant but may become relevant tools of future information resources, services or applications.”

Course Requirements

General Expectations for Students:
- Enroll in Blackboard and check it frequently to receive communications from your instructor (http://bb9.cua.edu).
- Attend each class meeting, having completed all readings, and prepared to contribute substantively to discussion.
- Assignments should be submitted via “Assignments” on the date and time (midnight) specified on the assignment sheet unless otherwise noted.
- All assignments should be double-spaced in Times New Roman, 12-point font and created using Microsoft Word.
Presentations are graded on the speaker’s ability to connect with the audience, organization of information, use of language, fluency, volume, use of visual aids, and adherence to time limits.

Consistently follow the Publication manual of the American Psychological Association (APA) (6th ed.) for formats, citations and references.

Assignments should be proofread and submitted without grammatical and syntactical errors.

Consult with instructor on any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.

Incompletes will be granted only under extreme circumstances.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.

Other Policies or Expectations. Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Campus Resources for student support: (e.g. add contact information for library, tutoring center, writing center, counseling center)

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for
students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

Assessment:

**Weekly Activities and Discussion Board Participation: (30%)**: Each week, unless otherwise instructed, you will listen to and/or view the assigned lecture, movie, video, or podcast. Taking this content into account, you will then respond to an issue in the weekly readings that you find interesting or thought provoking. In your substantive response (i.e., 1-2 thoughtful, well developed paragraphs), explain what aspects you found interesting/intriguing and what new knowledge or understanding you gained. Those who contribute most to the course knowledge base will receive the highest scores in this area.

Students will be placed in groups and must post your comments, responses and hold discussion in your group’s discussion board. In the subject line, enter the assigned topic and your last name under the appropriate week. Responses to at least TWO postings by another student - per topic (unless otherwise instructed) is required.

Select one group member from your group each week (this should be a shared responsibility) to post a synthesis of your group’s discussion to the class discussion board.

*Postings should be thoughtful and contribute to the development of robust and respectful discussion.*

**Current Trends Essays (3x 5 = 15%)**: Throughout the semester, discussions will cover numerous professional issues and debates. You will be required to complete three current trends essays that will be based on these discussions. Each essay should be no more than 750 words, double-spaced and formatted in APA. Your essays should sharply focus on the topic and present your well thought-out, critical analysis. Citations from the literature should be included supporting your ideas and opinions. Instructions will be provided. See the course schedule for due dates.

**Luminary Presentation (15%)**: Deliver a presentation on a luminary figure. Select a seminal figure in LIS/IS you find noteworthy. Prepare a 5-10 minute presentation on the person using PowerPoint (20-25 slides), Prezi, Photo Story, video, or similar technology, which emphasizes his or her contributions to the profession. Sign up will be available on the first day of class. Instructions will be provided.

**Group Project (20%)**: This assignment requires you to work as a group. Select an information center of your choice (one that you are not familiar with), interview the head information professional, visit the site and report on your findings in the final weeks of class. Instructions will be provided.

**Research Paper and Overview (20%)**: Write a research paper (approximately 4000 words, excluding reference list) in which you analyze a significant issue confronting the information profession. Topics may be selected from areas covered in class. A topic
proposal and annotations must be posted on blackboard no later than February 11, 2012.

Assignments
Detailed information of assignments and projects will be distributed in class and available on Blackboard (http://bb9.cua.edu)

Participation & Classroom Etiquette:

In keeping with university policy, attendance is mandatory. You are expected to arrive on time for each class and be fully engaged in online discussions. It is your responsibility to get lecture notes and materials if you miss class. No make work will be allowed.

Students are expected to behave respectfully on the Blackboard Discussion Board.

University grades:
The University grading system is available at http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for undergraduates and http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students. Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu

Assessment (Guidelines – May be Adjusted by Instructor)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>30</td>
<td>Weekly</td>
</tr>
<tr>
<td>Luminary Analysis &amp; Presentation</td>
<td>15</td>
<td>February 18</td>
</tr>
<tr>
<td>Current Events Essay (3)</td>
<td>15</td>
<td>See Course Schedule</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
<td>April 14</td>
</tr>
<tr>
<td>Group Project</td>
<td>20</td>
<td>April 28</td>
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</tbody>
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GRADING:
Each substantive posting (as defined below) will be evaluated based on your demonstrated knowledge/understanding of the topic, identification of key points, and ability to present these coherently. These will not be assigned individual grades – although each will be noted and evaluated. The postings will be given a grade at the end of the term that will determine the letter grade in this component of the course.

To earn full points, papers must be on time; APA formatted, and demonstrates appropriate knowledge and depth of understanding of the topic. In addition, accuracy and quality of writing must be appropriate for graduate level work. Other course assignments/activities must also be on time and demonstrate the student’s knowledge and understanding of the readings. Assignments should be uploaded on Blackboard by midnight on the specified due date. Assignments submitted after that time are considered late and will not be accepted unless prior permission is granted.

Grading Scale:

Final grades are calculated on point system according to the following scale:

<table>
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<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>94-92</td>
<td>A-</td>
</tr>
<tr>
<td>91-89</td>
<td>B+</td>
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<tr>
<td>88-84</td>
<td>B</td>
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<tr>
<td>83-80</td>
<td>B-</td>
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<tr>
<td>79-70</td>
<td>C</td>
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<tr>
<td>Below 70</td>
<td>F</td>
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University grades:
The University grading system is available at http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.

Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introductions</td>
<td><strong>Read:</strong> Rubin, Chpt. 1</td>
<td>Library Luminaries Assigned</td>
</tr>
<tr>
<td>(1/14-1/20)</td>
<td>Course structure &amp; requirements</td>
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<td>Group Project Teams Formed</td>
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<tr>
<td></td>
<td>Introduction to Libraries and Society</td>
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<tr>
<td>In-Person</td>
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<tr>
<td><strong>Meeting</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td>The Information Society</td>
<td><strong>Read:</strong> Rubin, Chpt. 7; Bates; Buckland¹; Case²</td>
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<td>(1/21-1/27)</td>
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<td><strong>Week 3</strong></td>
<td>Historical Development of Libraries</td>
<td><strong>Read:</strong> Rubin, Chpts. 2; Ranganathan, Chpt. 1: The First Law, pp. 1-73 and Chapter 7: The Fifth Law Pages 382 – 416</td>
<td>Current Trends Essay #1 – Due (1/28) by 12 midnight</td>
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<td>(1/28-2/3)</td>
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<td><strong>Week 4</strong></td>
<td>Libraries, Information &amp; Technology</td>
<td><strong>Read:</strong> Rubin Chpt. 6; Brindley; Bush; Carr; Pyati</td>
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<td>(2/4-2/10)</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>The Information Professions</td>
<td><strong>Read:</strong> Rubin, Ch. 3; Abels; ALA Core Competencies; CUA SLIS</td>
<td>Research Paper Topic Proposal (ungraded) – Due (2/11) by 12 midnight.</td>
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<tr>
<td>(2/11-2/17)</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Professional Ethics and Practices</td>
<td><strong>Read:</strong> Rubin, Chpts. 3 &amp; 10; ALA Code of Ethics; Dana; Gorman OCLC</td>
<td>Luminary Analysis – Due (2/18) in class.</td>
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<tr>
<td>(2/18-2/24)</td>
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<td>Luminary Presentations</td>
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<td><strong>In-Person</strong></td>
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<tr>
<td><strong>Meeting</strong></td>
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<tr>
<td>(2/18)</td>
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² Provided on Blackboard under Course Documents
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<tr>
<th>Week 7</th>
<th>Intellectual Freedom</th>
<th><strong>Read:</strong> Rubin, Chpt.9; Asheim; ALA Library Bill of Rights</th>
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<tr>
<td>(2/25-3/2)</td>
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<tr>
<td>Week 8</td>
<td>SPRING RECESS: NO CLASS</td>
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<tr>
<td>(3/5-3/9)</td>
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<tr>
<td>Week 9</td>
<td>Copyright, Intellectual Property</td>
<td><strong>Read:</strong> Copyright Basics; Section 108 Study Group Report Current Trends Essay #2 – Due (3/10) by 12 midnight</td>
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<tr>
<td>(3/10-3/16)</td>
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<tr>
<td>Week 10</td>
<td>Information Policy</td>
<td><strong>Read:</strong> Rubin, Chpt.8; Barlow; Vaidhyanathan Luminary Presentations</td>
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<tr>
<td>(3/17-3/23)</td>
<td></td>
<td>In-Person Meeting</td>
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<tr>
<td>Week 11</td>
<td>Libraries as Organizations</td>
<td><strong>Read:</strong> Rubin, Chpts. 4, 5</td>
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<tr>
<td>(3/24-3/30)</td>
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<tr>
<td>Week 12</td>
<td>Diverse Populations and Multicultural Values</td>
<td><strong>Read:</strong> Chancellor and Chu; Gollop; Preston; Whitmire <strong>Review:</strong> Ethnic Library Associations Websites: American Indian Library Association; Asian/Pacific American Library Association; Black Caucus of the American Library Association; REFORMA Current Trends Essay #3 – Due (3/31) by 12 midnight</td>
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<tr>
<td>(3/31-4/6)</td>
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<tr>
<td>Week 13</td>
<td>EASTER BREAK: NO CLASS</td>
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<td>(4/7-4/13)</td>
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<tr>
<td>Week 14</td>
<td>Leadership and Management in the Information Professions</td>
<td><strong>Read:</strong> Franklin, Hernon &amp; Schwartz(^3), Bennis and Tichy, Snowden and Boone</td>
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<tr>
<td>(4/14-4/20)</td>
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<tr>
<td>Week 15</td>
<td>The Future of Information in Society and Wrap-Up</td>
<td><strong>Read:</strong> Libraries of the Future Inside Higher Education</td>
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<tr>
<td>(4/21-4/28)</td>
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<tr>
<td>In-Person Meeting</td>
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</table>

Note: Weekly activities and assignments will be posted on Blackboard. This schedule is subject to change as needed.

\(^3\) Provided on Blackboard under Course Documents
References


American Library Association. Library Bill of Rights
Available: http://www.ala.org/ala/aboutlaw/offices/oif/statementspols/statementsif/libr ybillofrights.cfm


Reforma: http://www.reforma.org/


United States Copyright Office. *Copyright Basics.* Available at:  
http://www.copyright.gov/circs/circ01.pdf


Wayward, B. (2004, Spring). *When and why is a pioneer: history and heritage*  
In library and information science. *Library Trends, 52*, 4, 671-682.  
Available: http://findarticles.com/p/articles/mi_m1387/is_4_52/ai_n7074013/