Syllabus

Department: Library and Information Science

Course Number and Title: LIS 204 Introduction to Library and Information Science

Bulletin Description: [25 words maximum]

This course introduces librarianship and other information professions. Principles covered include contemporary information infrastructures and the historical and philosophical development of the information professions.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives:
Understand contemporary professional working environments within librarianship and the information professions; identify the function and priorities of these environments, and describe typical user constituencies;
- Identify and discuss professional issues and trends in libraries and information agencies; offer informed opinions on these trends;
- Understand the relationship between information technology and library service;
- Demonstrate basic knowledge of the key literature of the field (both professional literature and research articles)
- Understand techniques and methods used to gain new knowledge in the field;
- Assess and articulate his/her professional development goals and activities;
- Prepare for additional graduate study in the field as well as continued professional development;
- State a personal professional philosophy based on the field's ethics, standards and principles;
- Understand the purpose of citation styles; demonstrate proficiency with citation management software;
- Demonstrate professional-level written and spoken communication skills;
- Demonstrate basic facility with common information technologies used in libraries including courseware and groupware.

Program Goals and Outcomes:
1A) Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.
1B) Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.
1C) Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.
1E) Fulfilling certification and/or licensure requirements of specialized areas of the profession.
2A) Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B) Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.
3A) Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.

5A) Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.

7A) Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.

Units of Instruction:

Unit	Topic
1	Introduction/Information infrastructures/What is "information"?
2	History and mission of libraries
3	LIS: An evolving area of practice
4	Organization of information
5	The library as an organization
6	Information technology and libraries
7	What is "information science"?
8	Librarians and information policy: Intellectual freedom
9	Ethics of the information professions
10	Information use and users
11	Information literacy
12	Introduction to classification
13	Marketing and advocacy in librarianship

Assessment:

The course is composed of a series of quizzes, readings, projects, activities, and discussions. You are expected to demonstrate that you have read the assigned readings, engage in substantive online discussions or complete activities, and show mastery of concepts and techniques. You will need to **carefully** **read the directions** for these assignments to complete them successfully.

You also will write a final Personal Philosophy Paper. You should begin drafting this paper **by the last week of September**. **Give this paper considerable thought and effort** as it is likely to be an artifact for the E-Portfolio that you submit as you complete the MSLIS program.

The table below summarizes assignments and evaluations for this course:

Assignment	Final Grade Points (100 Total)	Grading Scheme
Memex Brief Response Paper 1	10	Letter Grade
Zotero Exercise	10	Letter Grade
Quiz 1 (Middle of Term)	20	Letter Grade
Quiz 2 (End of Semester)	20	Letter Grade
Final Personal Philosophy Paper	20	Letter Grade
Discussion/Activity 1	4	Satisfactory (full credit)/ Unsatisfactory (no credit)

Discussion/Activity 2	4	Satisfactory (full credit)/ Unsatisfactory (no credit)
Discussion/Activity 3	4	Satisfactory (full credit)/ Unsatisfactory (no credit)
Discussion/Activity 4	4	Satisfactory (full credit)/ Unsatisfactory (no credit)
Activities based on Mann text	4	Satisfactory (full credit)/ Unsatisfactory (no credit)

Bibliography:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Eberhart, G. M. (2013). *The whole library handbook: Current data, professional advice, and curiosa* (5th ed.). American Library Association.

Hirsh, S. (Ed.). (2018). *Information services today: An introduction* (2nd ed.)*.* Rowman & Littlefield.

Pressley, L. (2009). *So you want to be a librarian.* Library Juice Press.

Rubin, R. E., & R. G. (2020). *Foundations of library and information science* (5th ed.)*.* Neal-Schuman.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

Asynchronous or synchronous Lecture
Assigned weekly reading
Weekly assignments (individual and group)
Active participation in online discussions
Research for semester-long projects (term papers, projects)
Presentations (online or face to face)
Academic Service-Learning projects (where appropriate)