Perspectives on Librarianship explores library and information institutions and professionals through the perspectives of history, contemporary public policy, ethics, and law.

Learning Outcomes:

Students successfully completing the course will have acquired:

- a heightened sense of professional identity
- an understanding of ethical standards of professional conduct
- an awareness of trends affecting the roles of library and other information professionals
- a familiarity with the professional literature
- experience in written advocacy on behalf of libraries
- enhanced engagement with libraries and their communities

MLS Program Outcomes:

This course supports the achievement of the following:

- Assist and Educate Users
- Manage and Lead Libraries and Other Information Organizations
- Use Research Effectively
- Deploy Information Technologies in Effective and Innovative Ways
- Approach Professional Issues with Understanding

Principles of Graduate and Professional Learning:

This course addresses the following:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally
Rights & Responsibilities:

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive a failing grade for each assignment found to be plagiarized.

Academic (e.g. plagiarism) and personal misconduct by students in this class are defined by and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct (http://www.dsa.indiana.edu/Code).

The entire IUPUI - Code of Student Rights, Responsibilities, and Conduct is part of the syllabus. You can find the Code here: http://www.iupui.edu/code/CSR_0106.pdf

Americans with Disabilities Act: Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. Please contact them at 317/274-3241.

Texts

There is no textbook for the course. Please read from the reading list and from any other sources relevant to the weekly topic. [See separate file for reading list.]

Learning Opportunities

There are many opportunities for this course. Everything you do for this class is an opportunity to learn, every article you read from the list, every new article you find, posts made to discussion forums, comments made on others’ and the formal learning opportunities one to six.

Each opportunity will focus on the central themes of the course: professional identity, ethics, professional and societal issues, access to information, advocacy and funding, and future trends. Each opportunity will have a certain level of points associated with it. [See separate section describing each opportunity.]

Current Events/Facebook

In order to scan the information environment, students are to consider what they read in the popular media, what they hear on the radio, and what they see in films, on television, and on the Internet, with the course themes in mind. Once a week post one or more items of interest to the Facebook Group: https://www.facebook.com/groups/192717314209256/

As this is a private group, you will have to friend me or email to me an email that I can use to invite you. You can friend me at: https://www.facebook.com/andrea.j.copeland?ref=tn_tnmn
Forums

Each week a forum topic/question will be posted to focus the class discussion. Please post earlier in the week rather than later so that others may comment. Also, forum posts that cite the readings and/or other sources will receive a greater number of points.

Comments

Traditionally, this course has been taught on campus and with an emphasis on discussion and knowledge sharing. In an effort to bring the same level of discussion to the online environment, all learning opportunities are shared with all (exam excluded). You are encouraged to comment on each other’s forum posts and other’s completed learning opportunities.

Exams

Students will take a final open book examination. The question will be broadly stated, reflecting a real life scenario. Students are to respond in detail, referring to their readings, assignments, clippings, and class discussion in their answers. The final exam will be made available at the start of the last week of class. Completed exams are to be emailed to the instructor.

Expectations of Students

Students are expected to develop the habits of the library/information science professional: keeping abreast of events and issues affecting libraries and information institutions, scanning the professional literature, sharing pertinent information with colleagues. Students are expected to complete assignments on time and in the form specified. Students are to inform the instructor before the deadline if unable to complete an assignment. Please use Oncourse to email the instructor or the class.

What You Can Expect from Me

1. I will post each week’s notes, announcements, forum topic by Tuesday evenings.

2. I will return assignments as soon as possible but at least within 4 days of the due date.

3. I usually return emails within 24 hours. If you don’t hear from me within that time, please send another message. Occasionally we have email problems in which emails are dropped or I may have inadvertently overlooked your email.

4. I regard you as colleagues and I’m very comfortable being called "Andrea." I will call you by your first name unless you tell me differently.
Learning Points and Grades

Discussion / Comments 100
Facebook 50
Library Luminary 50
Book Review 50
Personal Brand 50
Specialization Project 100
Position Paper 100
Community Information Service Project 200
Exam 75

Minimum learning points needed for each letter grade:

700 A
675 A-
650 B+
625 B
600 B-
575 C+

Late Work

Learning opportunities will be lose 5 points for every day late.

Grades

Please see the DLIS website for details and definitions related to the DLIS grading system.

http://www.slis.indiana.edu/courses/forms/grades.html
Perspectives Site
http://ulib.iupui.edu/perspectives/

The perspectives site will be used for forum discussions and posting learning opportunities. The site allows individuals to comment on others work in context. The comments appear alongside the initial post.

Communication Venues

Oncourse email- regular email communication, weekly announcements, learning opportunities feedback and learning points assigned

Oncourse Resources – readings not available online

Oncourse Syllabus—contains reading list, syllabus, learning opportunities

Oncourse Gradebook – for recording learning points

Facebook – post current events and items of interest

Perspectives site – post forum responses and learning opportunities

Phone – questions and/or help with learning opportunities

Office- questions and/or help with learning opportunities
Course Schedule

Week 1: May 8 to May 14
Readings: Identity
Due:
  • Library Luminary
  • Select Specializations, Topic for Position Paper & Service Group (Due May 9)
  • Post to Discussion/Make comments
  • Share news/items of interest on Facebook

Week 2: May 15 to May 21
Readings: Ethics
Due:
  • Book Review
  • Personal Brand
  • Post to Discussion/Make Comments
  • Share news/items of interest on Facebook

Week 3: May 22 to May 28
Readings: Issues
Due:
  • Specialization Project
  • Post to Discussion/Make Comments
  • Share news/items of interest on Facebook

Week 4: May 29 to June 4
Readings: Access
Due:
  • Position Paper
  • Post to Discussion/Make Comments
  • Share news/items of interest on Facebook

Week 5: June 5 to June 11
Readings: Funding
Due:
  • Community Information Service Project
  • Post to Discussion/Make Comments
  • Share news/items of interest on Facebook

Week 6: June 12 to June 18
Readings: Future
Due:
  • Final Exam
  • Post to Discussion/Make Comments
  • Share news/items of interest on Facebook
Learning Opportunity 1: Library Luminary

Due by May 14 (Week 1)

Locate biographical information on the library/information science notable you are assigned by the first day of class. Prepare brief remarks to present to your colleagues about the contributions and importance of your luminary. Follow instructions on separate assignment sheet that will be emailed to you.

Learning Opportunity 2: Book Review

Due by May 21 (Week 2)

Prepare a review (of no more than 400 words) of a recent or classic work related either to library or information science that is of interest to you. Describe the book's contents, evaluate its contribution to the knowledge and practice of library/information science, indicate its usefulness for its intended audience, and, if possible, compare it to other works on the same topic.

Learning Opportunity 3: Personal Brand

Due by May 21 (Week 2)

First Read


Then see the section “Personal Branding: Strategies for Librarians” and complete the following.

1. Articulate your purpose for wanting to be a librarian.
2. Develop a positive and unique vision statement.
3. Develop a signature.
4. Articulate the steps you’ve taken and will take to create a positive digital footprint of yourself. See the section “How Librarians Can Create Their Digital Footprints to Optimize Their Personal Brand “

A note regarding Business cards, Microsoft Word offers templates or you can use a site like www.vistaprint.com which allows you to create business cards for free – you just have to pay for shipping.
Learning Opportunity 4: Specialization Project

Due by May 28 (Week 3)

For one of the types of librarianship/library positions below, please discuss the following: Job responsibilities; social and ethical issues; professional issues; future trends; salary expectations; experiences, skill, and (additional) education needed for the job; funding issues; description of physical library; specific information resources used; type of patrons; and anything else you can think of. Use the following to collect data: interview a librarian in the particular position you are interested in and/or read blogs of librarians in those positions; job postings; and related articles.

The emphasis here is not on length but completeness and focus of description. This paper will likely run 500 to 1000 words. Please cite all sources. Clearly mark each of the sections above so that others may easily read through your post.

Prior to Starting. Select three of the job positions listed below that interest you, put them in rank order from most desirable to least. (see separate handout)

Corporate
Government
Medical
Law
Archivist
Special Collections
Technical Services
Outreach, Public
Outreach, Academic
Scholarly Communications
Digital Collections
State Library
Knowledge Manager
Instruction
Library Director, Public
Library Director, Academic
School
Youth Services
Systems
Copyright
Learning Opportunity 5: Position Paper

Due by June 4 (Week 4)

Write a position paper on one of the following topics and the impact it is having and/or will have on the future of libraries, librarians, or other information professionals.

Your paper should be focused and to the point, between 500 and 750 words. Please cite sources to support your argument. You may use sources from the course readings or others you’ve identified.

Prior to Starting. Select three of the positions listed below that interest you, put them in rank order from most desirable to least. (see separate handout)

Globalization
Decentralization of Information
Open Access
Copyright/ Intellectual Property
Digital Divide
eBooks
Digital Information and Privacy
Google Books
Google Scholar
The Public Library of America
Digital Natives
Digital Cultural Heritage
Social Media
Big Data
Privacy
Cloud Computing
Terrorism
Green Movement
Learning Opportunity 6: Community Information Service Project

Due by June 11 (Week 5)

It has been asserted that if librarians and libraries are to survive they need to use information to serve their constituents rather than just collect it, organize it, and store it. Librarians need to use information to create services, resources, or tools to meet the specific needs of community members. Also, librarians will need to collaborate with other professionals in other agencies. Lastly, librarians will have to be entrepreneurial. They will need to go out into the world, find problems and then fix them, all the while demonstrating their worth and engaging users.

Prior to Starting. Select three of the scenarios listed below that interest you, put them in rank order from most desirable to least. Also, indicate whether you want a partner or to go solo on this. I strongly urge you to consider a partner – much better for brainstorming and collaboration is an important skill to develop as mentioned above. (see separate sheet)

Goal: Propose a design for a service, resource, or tool to meet the needs of the (selected) user group and context described below.

1. **Describe the user group’s information needs.** First, find out what you can about the information needs of your particular user group given the context described. To find out about these needs, you can search the scholarly literature, talk to members of the user group, talk to a librarian who serves this user group, blogs, and popular magazines. Any and all types of information are valid.

2. **Explanation for proposal.** Next, describe why this service is needed. Write the description as if it was to the library board, director, or dean – whichever is appropriate to the scenario you’ve selected. You may want to select a real community and use the statistics from that area (if appropriate) to support the need for the new service. Or you can create a community.

3. **Describe the service/resource/tool.** Describe in detail the resources you will need to provide the new service or create this new tool. Describe how the service will function. What will it look like? How will it be used? How will it be administered? Will you need new software, new books, or journals? Will you need handouts or a website or a database? Think outside of the library box. Think big. Be creative. Have fun!

4. **Estimate expenses / find funder.** For this design proposal, you will use existing library resources and staff as well as propose the need for additional resources and/or staff. You will estimate expenses for the service/resource/tool you are proposing. Use appropriate sources to identify a specific potential funder, and show why your idea is worthy of that body’s financial support.
5. **Describe Collaboration.** What resources will you need from the agency you are cooperating with? Are there other agencies you should involve? Do you need to involve community members in the planning or volunteers to help provide the service? What will be their role in the service you are proposing?

6. **Describe how you will handle opposition.** What types of controversy, complaints, or objections might you encounter? How could these be avoided or dealt with?

7. **Describe promotion.** How will you promote or market this new service/resource/tool?

8. **Reflection.** Describe your role in the project (if you had a partner) and reflect on what you’ve learned (partnered or solo).

**User Groups**

1. The public library at which you are employed as an outreach librarian is located near a women’s shelter. In an effort to better serve this community group, you are engaged with the shelter staff and residents in creating an information service, resource or tool that will help women who are victims of domestic violence search independently and privately for legal, medical, financial and social sources of information that could help them.

2. The public library at which you are employed as a teen librarian has a good working relationship with the school librarian at the nearby high school. Recently, funding for sex education was cut. The school librarian is seeking your help in extending the resources made available through the school library. You are to create an information/resource/tool to facilitate access to sex education and general health information for the teenagers in your community.

3. You are the library director of a medium sized township public library and in the interest of strengthening the library’s community ties; you have engaged the local small business association and small business owners in a discussion about how the library could better serve them. Describe the new serviced/tools/resourced you’ve designed to support the information needs specific to small business owners.

4. You are a medical librarian at a major university. The medical school runs a clinic for children, many of whom are from disadvantaged neighborhoods and have health problems related to being overweight. You have approached the clinic director to propose an information service that could improve their quality of life.

5. You are an art museum librarian in a city that is struggling economically. The museum is getting their budget cut again as it is not used by as many city residents as the public
library and the parks. The museum library is struggling to survive the cuts, you want to create a connection to the greater community and increase use – what product or service could you create using the resources of the library to increase usage that would also meet a community need.

6. Recently the federal government mandated that all recipients of federal research funds must permanently store the data collected during their research, after an embargo period. You are the scholarly communications librarian at a major research university. Many of the university’s faculty receive these types of grants and will likely have no idea how to store their very large digital data sets. This is a great opportunity for your department. What services/resources/tools would you propose to meet this information need?

7. You are a corporate librarian that works for a public relations firm that has decided to open a satellite office in Japan. The board is meeting to discuss how this will affect company operations and they’ve invited you to the meeting. The board would like to hear from you what role the library/information services department will play at the new location and if you see the need for any additional services now that the company will have two locations in two different countries/time zones.

8. You are an academic librarian and you are the liaison to many of the professional schools on campus (nursing, law, and library and information science). Many of the students in these schools are having a tough time finding jobs. You decide to partner with the career counselors/psychologists on your campus to create services/resources/tools for career information for unemployed students seeking jobs.

9. The university where you are a special collections librarian just began a women’s studies program. – The faculty is interested in working with special collections and archives to enhance the curriculum and promote their research. What services/resources/tools will you propose to help them?

10. You are a public librarian manager in a medium sized city, a city in which has never experienced a large influx of immigrants and now finds itself home to hundreds of new immigrants from Burma. You have noticed several instances of miscommunication between the library faculty and the immigrants. You wonder what other community agencies might also have similar issues. What other agencies would you work with to create resources/tools/or services to help these new community members understand the community better and vice versa? What services would you create?

Note: All learning opportunities will be posted to the perspectives site.
Facebook

Every week link to relevant news articles or websites. Every post will receive 4 points up to a maximum of 50 points.

Discussion Forum Posts/ Comments

Please post to the discussion forum each week and comment on other’s post and other’s learning assignment 1 to 6. Below is a rubric for how posts will be assigned learning points up to 100 points. An important part of learning a profession is engaging with others around issues important to that community. It is my hope that many of you will engage in these forums not only by posting your own thought but reacting to others.

Forum/Discussion Posts – Learning point levels –

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High (4-5 pts.)</th>
<th>Average (2-3pts.)</th>
<th>Limited (0-1 pts.)</th>
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</thead>
<tbody>
<tr>
<td>Synthesis of Ideas</td>
<td>Often refers to assigned readings, including readings from previous weeks and readings found independently, and demonstrates comprehensive understanding by expanding upon them. May include relevant information and examples from personal experience.</td>
<td>Refers only to readings assigned for the week in question or to personal experience. Offers minimal expansion on the topic.</td>
<td>No reference to assigned readings, no expansion on the topic beyond the questions asked. Posts show evidence of having not read (or not understood) readings and lecture for the week.</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Forms generalized ideas from the readings and questions; connects ideas; judges the merit of ideas; finds way of supporting or challenging the theories presented. Responds to and involves other students.</td>
<td>Summarizes, describes, or applies general information gathered from the readings to specific questions.</td>
<td>Provides basic, brief responses to questions asked, only based on facts found in readings or own experience. Fails to read posts by other students or instructor.</td>
</tr>
<tr>
<td>Frequency</td>
<td>Two or more substantive posts/comments per week.</td>
<td>Two posts/comments per week.</td>
<td>One post per week.</td>
</tr>
<tr>
<td>Timing</td>
<td>Responds promptly to postings, “weighs in” throughout the discussion</td>
<td>Posts responses occasionally during the week, but generally waits</td>
<td>Posts responses almost exclusively late in the week, thus not truly entering into the discussion</td>
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</tbody>
</table>
week. Posts on two days during the week. to “weigh in” until later in the week. Posts comments by deadlines. discussion. Misses deadlines.

| Collegiality | Is respectful of other students and the instructor, even when there are disagreements over ideas. | Fails to consider how posts might be read by others. Takes offense where none is intended. |

**Rubrics used for Evaluation of Learning**

The following two rubrics will guide my evaluation of your demonstration of learning. The rubrics reflect those put forth by the Association of American Colleges and Universities. Points will vary depending on the maximum number of points for a particular assignment.
### Written Communication – Learning Point Levels

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<th></th>
<th>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
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<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience’s perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
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</table>
## Critical Thinking – Learning Point Levels

<table>
<thead>
<tr>
<th>Explanation of Issues</th>
<th>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
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<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
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</table>

| Evidence | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |

| Student’s Position | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| Conclusion and Related Outcomes | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |