Catalog description

Students are introduced to the dynamic and shifting information professions, complex organizations, and emerging careers in the field. Issues in information management, social impact of modern information management and dissemination, and the development of professional identity are major themes for the course.

Learning objectives:

Upon completion of the course, students will:

• Be able to describe the theoretical foundations and interdisciplinary nature of library and information science

• Understand the importance of taking socio-technical and user-centered approaches to studying information communication technologies in libraries and other information organizations

• Have an understanding of the range of careers that are open to you with an MLS

• Be aware of and able to access a range of information resources (research and popular writings, professional organizations) that information professionals rely on in their work

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

Readings:

There is not text book for this course. Weekly readings are assigned; see the course schedule for a complete list of readings.

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.

Grading

Late Work: Article reviews turned in late will lose 5 points for every day late. Late discussion posts will not be accepted.

Points and Grades (Max points=535)

Article Reviews: 50
Discussion Participation: 20 x 5 = 100; 10 x 1 = 10 Total 110

Career Investigation: 100 report / 25 AV presentation; Total = 125

Scavenger Hunts 30 x 5 = 150

Book Report: 100

*Please note that for each discussion you will be assigned one grade depending on your role. If you are an article reviewer for a particular discussion the max points you are able to earn for the week is 60; 50 for the review and then 10 for participating in the discussion. If you are only participating in the discussion, the max points you can receive is 20 points.

Minimum points needed for each letter grade:

500 A
480 A-
465 B+
450 B
435 B-
420 C+

Citation (style):

Students in this course must format all citations in written work using the American Psychological Association Publication Manual.

Turning in Work

All assignments will be turned in via Discussions through the Canvas site. In this way, we can all learn from each other.

Assignments

For assignment descriptions: please see Module 1 for the description of the Article Reviews and Discussion Participation assignments; see the description of the Career Investigation assignment/ Module; see for the description of the Book Report assignment Module./
Expectations of Students

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 Canvas to email the instructor or the class.

What You Can Expect from Me

1. I will post an announcement at the start of each new week and participate in the discussions.
2. I will return assignments as soon as possible or within a week 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 most comfortable being called "Bridget." I will call you by your first name unless you tell me differently.

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>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
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<tr>
<td>Context of and Purpose</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose</td>
<td>Demonstrates adequate consideration of context, audience, and purpose</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>
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<td>for Writing</td>
<td>that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>(e.g., the task aligns with audience, purpose, and context).</td>
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<td>Content Development</td>
<td>Uses appropriate, relevant, and compelling content to</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context</td>
<td>Uses appropriate and relevant content to develop and explore ideas</td>
<td>Uses appropriate and relevant content to develop simple</td>
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<td>Sources and Evidence</td>
<td>Illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
<td>Demonstrate consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrate 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>Demonstrate an attempt to use sources to support ideas in some parts of the work.</td>
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<th>Critical Thinking – Learning Point Levels</th>
<th>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
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<tr>
<td>Explanation of Issues</td>
<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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<td>Evidence</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive understanding.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive understanding.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a comprehensive understanding.</td>
<td>Information is taken from source(s) without any interpretation/evaluation.</td>
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<td>Student’s Position</td>
<td>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).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
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<td>Conclusion and Related Outcomes</td>
<td>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.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
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