I. Course Information:

**Introduction to Information Profession**  
**LIS 651**  
**Tuesday, 6:30-8:50 p.m.**  
**r. 602**

II. Instructor Information:  
Irene Lopatovska  
Email: ilopatov@pratt.edu  
Phone: (will be given in class)  
Listserv:

III. Course Description:

**Bulletin Description:** Introduces the fields of librarianship and information professions. Course material covers the evolving role of libraries in society, the legal and ethical aspects of the profession and the impact of rapidly changing information environments. Also included are the principles of management, development of policies and procedures, effective communication skills, types of libraries and information centers, and organizational and staffing structures. Three hours of field observation is required.

**Detailed Description:** As suggested in the course description, 651 is one of the foundational courses of the curriculum that develops awareness and general knowledge of the major issues of the field of library and information science. The course explores a broad range of issues and introduces students to library and information science concepts that they may choose to subsequently specialize in during their further course of study. The course balances practical skills and theoretical concepts and develops students’ abilities to apply both to the world of changing technologies and services.

The course is designed to 1) provide basic understanding of major subjects in the area of library and information science; 2) introduce students to profession and personal career development activities; 3) help students to develop critical thinking, communication, presentation and other skills required for successful completion of the program and the professional growth. The more detailed description of the course’s goals and objectives follows.

**Course Goals and Students’ Learning Objectives:**

1. Students learn basic concepts, principles and practices of LIS that form the foundation of their program of study. The students gain an understanding of:  
   1.1 the concept of information, and its definition in LIS and other areas (e.g., art, economics, etc.);  
   1.2 similarities and differences between library and information sciences, relationships between research and professional practice;  
   1.3 principles and key aspects of a) information organization and management; b) human information behavior; c) information systems’ design; d) information institutions’ management; e) information policy issues; f) ethical and legal issues (e.g., democratic and constitutional principles such as free speech and free press), and other issues  
   1.4 past, present and emerging library and information practices and settings  
   1.5 ethical and moral principles of the profession and the importance of balancing professional, personal and cultural values  
   1.6 diversity of information needs, uses, users, and sources, including international and digital contexts
2. Students develop understanding of information profession and learn the importance of professional development and social skills. The students should:
   2.1 develop an understanding of career paths available in the library and information science field
   2.2 identify and internalize core professional values
   2.3 become part of professional community(-ies)
   2.4 become familiar with professional development and continuing education techniques

3. Students begin to develop their individual voice as information professionals as they acquire skills needed to analyze and evaluate information, contextualized and express their views, and present them in class project presentations as well as written reports.

   Students should learn to:
   3.1 critically examine information institutions, practices and services
   3.2 critically examine library and information science literature
   3.3 analyze and present their findings in a professional setting as both written reports as well as oral presentations

Course Calendar/Schedule [subject to change]:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Lectures &amp; Practice</th>
<th>Readings</th>
<th>Assignments*</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 2</td>
<td>Introduction, Course Overview, Information and Information Structures</td>
<td></td>
<td>Select topic for the library history presentation</td>
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<td>2</td>
<td>Sept 9</td>
<td>Library tour – 6:30pm, Information and Information Structures - continued</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Reading Material</td>
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<td>4</td>
<td>Sept 23</td>
<td>History of librarianship</td>
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<td>5</td>
<td>Sept 30</td>
<td>Library history presentations</td>
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<td></td>
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<td>Rubin, Chapter 9 (pp.373-430)</td>
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<td>Technology Helps Students Learn In E-Library. Available at: <a href="http://www.4029tv.com/education/17164483/detail.html">http://www.4029tv.com/education/17164483/detail.html</a></td>
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<td>6</td>
<td>Oct 7</td>
<td>Library history presentations</td>
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<td>Library history presentations</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>9 Oct</td>
<td>Collection Development and Resource Management</td>
<td>no class – midterm break</td>
<td>Collection development assignment due</td>
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<td>11 Nov</td>
<td>Presentation of library observation/interview findings</td>
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<td>Project I due</td>
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IV. Course Requirements

Textbook:


Readings:

Arizona Collection Development Training Site (All sections). Available at: http://www.lib.az.us/cdt/intro.htm


Assignments

Student conduct and grading

All assignments must be completed to receive a passing grade in the course.

Assignments must be submitted on time, so that they can be graded consistently and discussed in the class session following the due date. Put the date of submission on the cover page as well as your name, the course number, and the title of the assignment.

Except for documented medical and family emergencies, assignments submitted late will receive a lower grade for the following reasons:

(a) students who take more time to prepare their assignments have an unfair advantage over their classmates; (b) students who submit their assignments late often benefit from the review in class of their colleagues' errors.

Late papers will receive a grade but no comments.

Participation

We will be discussing readings and assignments in class. You should be prepared to discuss and/or ask and answer questions based on the readings or exercises. The higher and more substantive participation the higher the grade!

Join professional mailing list

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Each student will join a listserv that discusses issues related to one or more areas of library and information science. When called upon, you will be expected to share with the class some discussions or other postings to the listserv. For a good list of library-oriented listserv sites check this Web site: http://mingo.info-science.uiowa.edu/courses/adults/library_listservs.html

Missing classes

When you have to miss a class, please, notify the instructor and submit a 1 page summary of an article/chapter that you have read for the missed class.

*Students with 3 absences (for any reason, including documented medical reasons) can not expect to receive an A in the course

*Students with 4 absences or more will be asked to drop the course

Email communication

Please, include class number (LIS651) in all your class related correspondence. Try to be courteous and professional and ALWAYS include your name in the body of the message.

Assignments: Papers and Presentations

Assignment 1: Library history presentation.

Select a topic related to the library history. Read about the topic in the textbook, research it on the internet and the library. Make notes and prepare a 5-10 minute talk about the topic. Highlight important and interesting facts about selected period. Turn in your notes to the instructor. No formal presentation is necessary for this assignment.

- Choose one of the topics:
  - Sumerian libraries
  - Egyptian libraries
  - Assyrian libraries
  - Alexandrian library
  - Roman libraries
  - Muslim libraries
  - Monastic libraries – middle ages
  - Cathedral and early university libraries
  - Renaissance libraries
  - Emergence of national libraries
  - Impact of printing press on libraries
  - Libraries in the U.S.
    - Early libraries – social
    - Early libraries – circulating
    - Emergence of special libraries
    - Emergence of academic libraries
    - Emergence of school libraries
    - Emergence of public libraries
    - Changing policies towards minorities and ethnic groups
Assignment 2 (Project I): Library observation and interview of information professional.

Select a library of interest. Make an appointment with the director, reference librarian, school library media specialist or other professional; explain that you are a library student and would like to interview them as a class assignment. Visit the library before the interview. Observe the environment and interactions between librarians and visitors, librarians/visitors and information systems/collection.

Your observation might inform your interview questions. School Library Media track students will need to spend three (3) hours touring the library and interviewing his/her librarian. Please, prepare your interview questions in advance. Your questions can concentrate on one professional area of your interest (e.g., collection development, internet filtering) or several areas. Please, consider interviewee’s expertise and time constraints in developing the questions. Obtain interviewee’s verbal consent to use his/her name, title or other personal information in your paper/presentation.

Deliverables: Paper I and Presentation.

Write a 10 page double spaced paper describing your experience at the library (you can use Appendix for your questionnaire or other relevant information). Identify the library and its type (e.g., school, public, academic, special). Summarize and analyze your observation notes. Identify interview questions and summarize interviewee’s responses.

Present your observation and interview findings in class.

Assignment 3 (Project II): Review of an issue/trend in the Library and Information Field

Please, write a 9-12 page paper about some aspect of librarianship. Feel free to pick any topic of interest. Possible topics include, but are not limited to

- Knowledge management
- Digital libraries
- Electronic media and copyright issues
- Open source software
- The digital divide
- Content control and censorship
- Privacy: legal, ethical and policy issues
- Economics of information
- Library leadership/management issues
- Current trends in information organization
- Preservation of digital and/or paper materials
- Special library (museum, archive, etc.)
- Library history
- Information architecture

This paper is due on the last day of class. However, prepare a 15-20 minute presentation of selected topic on the date when related topics are discussed in class {presentation scheduling will be discussed in class}.

Deliverables: Paper II and Class Presentation.
Assignment 4: Resume (1 – 2 pp)

Prepare a draft of your Resume. You might need to research LIS employment trends and consult career development literature. Submit a list of the most helpful resources you have used along with the Resume.

Assignment 5: Collection development assignment (1 p)

On the Internet, find two collection development/management policy statements, one for a public library, and one for an academic library, submit links/short descriptions to instructor via email.

ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED ELECTRONICALLY VIA EMAIL

Format

It is important to follow consistent format for all your assignments. The suggested format is APA [the course bibliography is an example of the APA style]:


All written assignments must have the following information in the top left corner of the front page: student’s name, course number, assignment or exercise number as listed in the Syllabus.

If references to other works (articles, books...) are included in the summary, they must be properly cited in the summary, e.g. Tenopir (2004).

All written assignments must double-spaced throughout.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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For details on Pratt Institute grading system please refer to the *Graduate Bulletin*.

Grades for students’ work will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Library history presentation:</td>
<td>5%</td>
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<tr>
<td>Project I/Library observation - Paper 1:</td>
<td>20%</td>
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<tr>
<td>Project I/Library observation - Presentation 1:</td>
<td>10%</td>
</tr>
<tr>
<td>Project II - paper</td>
<td>25%</td>
</tr>
</tbody>
</table>
Project II - presentation: 10%
Resume: 5%
Class Participation: 20%
Collection development policy assignment 5%

V. Policies
Institute-wide policies listed in the “Community Standards” section of the bulletin.