About the Course

This is the first course in the Master of Library Science degree program sequence, and it covers the development and functions of libraries and information centers, professional practice and ethics, and current issues and trends. Also in this course, MLS program students will initiate an electronic portfolio in a utility called TaskStream and continue to develop this portfolio throughout the program.

Professional and Academic Standards

This course relates to the following standards, competences and objectives:

**MLS Program Objective:**

1. Understand and apply the foundations of library science from contemporary professional standards used to resolve ethical and legal issues

**Course Learning Objectives for LIBS 6010:**

Students will:

1. Become familiar with the profession and with different types of libraries and information centers and their operations
2. Become acquainted with the organization and sources of information, as well as information networks and the collaborative nature of creating information structures
3. Become familiar with major professional associations, sets of standards for librarianship, and trends affecting libraries
4. Begin to explore values of the profession and some ethical issues facing librarians and information workers
5. Gain experience in basic communication activities employed by the profession and used within the ECU Master of Library Science program, i.e., searching and retrieving literature from the full-text database, *Library Literature and Information Science*, GoogleScholar and the World Wide Web, *The APA Style Manual*, functions within the Canvas course site, and one or more types of web conferencing applications.

**ALA Core Competences of Librarianship:**
1. Foundations of the Profession

AL/AASL Standards for Initial Preparation of School Librarians:

Standard 3: Information and Knowledge
Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

Under Standard 5: Program Management and Administration:

5.2 Professional Ethics. Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

North Carolina School Library Media Coordinators Standards:

Standard 1: School Library Media Coordinators demonstrate leadership.
   1d. School Library Media Coordinators demonstrate high ethical standards.

Standard 5: School Library Media Coordinators reflect on their practice.
   5b. School Library Media Coordinators link professional growth to their professional goals.
   5c. School Library Media Coordinators function effectively in a complex, dynamic environment.

ALA/ACRL Standards for Libraries in Higher Education:

2. Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

About the Instructor

Contact Info

Gail Munde, PhD
mundeg@ecu.edu

If you would like to talk to me, please feel free to send me an email indicating you want me to call you and I will. Just let me know your name, the number to call, the time you will be available, and what you would like to discuss. I want everyone to make a good grade and to enjoy the course, and will do most anything to help you do both. If

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there is anything you don’t understand, please contact me. I believe every question is important and no question is stupid.

**Course Resources**

**Required Text**


**YOU MAY PURCHASE A PRINT COPY OF THE TEXT IF YOU WOULD FIND IT USEFUL; OR, YOU CAN SAVE $80 AND USE THE ELECTRONIC, DOWNLOADABLE VERSION AVAILABLE FROM JOYNER LIBRARY.**

**Suggested Journals for Browsing**

Following are additional journal resources to supplement the course readings and should provide background and information for your assignments for this class and your ongoing professional education as an information service manager. They are all available from the Joyner Library homepage at [https://library.ecu.edu/](https://library.ecu.edu/)

- American Libraries
- College & Research Libraries (open access—just Google the title)
- Library Journal
- Journal of Academic Librarianship
- Knowledge Quest
- North Carolina Libraries (open access—just Google the title)
- Public Libraries
- School Library Media Research
- Teacher Librarian

**Additional Resources**

Periodically I may send out additional resources for students. I will post these resources in the course Blackboard site and/or email them to students.

**ECU Databases**

Access to the ECU databases and electronic journal subscriptions available to enrolled students can be found through the Joyner Library homepage at [https://library.ecu.edu/](https://library.ecu.edu/) You can search for citations and/or full-text journal articles, and also browse individual issues of journals by journal title.

**About the Modules and Assignments**

Check the Announcements frequently. They may contain important information.
There are four learning modules in the course. The final project (Module 4) is a term paper. For most assignments, you have one week to complete. Some assignments will take longer, but have later due dates. Some assignments will overlap. Two assignment will be announced; this will make sense when you get to them. Your final project will take time, research, and reflection to complete and it begins early in the course by selecting a topic. It is important to write in an academic style for this paper and in the MLS program.

In the calendar, due dates for each assignment are specified. Anything received after midnight is considered late. Assignments submitted late will be subject to a late point deduction. My late penalty is usually one point per day late. There are no exceptions to the late penalty based on technical problems (such as computer failures, loss of Internet or email, no wireless service available, etc.), so please plan alternatives ahead of due dates, e.g., back up all your work, identify another computer you might use to submit assignments if your primary workstation crashes, and delete unnecessary items from your Pirate Mail box regularly so that you can send and receive mail, etc.

The College of Education and the MLS program have chosen the American Psychological Association publication style using the in-text and reference list options as the required style. This requirement went into effect in fall 2008. I highly recommend the Purdue OWL APA site at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html You’ll also find a sample paper with formatting and writing guidelines.

There is a separate folder in Canvas for each module containing everything you need to know to do the assignment successfully. If you have questions about the assignment, contact me immediately. Chances are that if you have a question, other students are wondering the same thing. If someone will shout it out, I can post the answer as an announcement and you will have done your classmates a great service.

Feedback on assignments will include general comments, specific instances of needed improvements, and a comparison of the assignment against the grading rubric for each assignment.

We will meet online in small groups once during the semester to discuss term paper topics. I will schedule other WebEx or Zoom opportunities with guest speakers during the course that are separate from the small group discussions. These two tools are free conferencing software that ECU has adopted and supports. Any additional sessions will be recorded. If you miss a session, then you can at least view/listen to the recording. Details will be provided later.

Like most of the MLS program courses, this is a writing-heavy course. For students who recognize that writing may be a barrier to their success, I highly recommend the University Writing Center’s Online Writing Lab. Lab personnel will

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review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit is available at:

http://www.ecu.edu/cs-acad/writing/uwc/OWLetutoring.cfm

About the Course Artifact and Reflection

Every required course in the MLS program has an assignment designated as the course “artifact.” For this course, the Module 4 term paper is the portfolio artifact. Students will upload their artifacts to a TaskStream portfolio account and complete an online reflection by responding to four questions about the artifact experience. I will grade your final paper directly from Taskstream.

The MLS program requires students to create, maintain and complete a student portfolio. In order to complete the course, the student must post an instructor-approved artifact and complete the reflection. Students who fail to post the required portfolio documents by the deadline noted in the calendar will have their course grade lowered by one letter.

Grades and Grading

Score points for assignments will be based on the following criteria: Adherence to assignment requirements; the detailed, concise and logical presentation of information that addresses the assignment requirements; use of resource materials to justify responses; compositional style and use of appropriate grammar and syntax. This is a graduate level course. Written work that demonstrates a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details, does not follow directions, contains little or unsubstantiated evaluative commentary, or is otherwise poorly written, prepared (e.g. typos, grammatical errors) or documented will receive fewer score points. Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement. If grammar, syntax and spelling are not your strengths, I suggest you find a sympathetic editor to review your assignments prior to submission. I am not a proofreader, and will send materials requiring extensive copy edits back to the student without a grade.

The course grade is totaled from the score points earned on each of the assignments. The course assignments total 100 points in value. The point total constitutes your final grade for the course. The grade scale is as follows:

• 93 - 100 total points results in a final grade of "A"
• 85 - 92 total points results in a final grade of "B"
• 77 - 84 total points results in a final grade of "C"
• 00 - 76 total points results in a final grade of "F"

Incompletes

Check the Announcements frequently. They may contain important information.
Incompletes may be considered, but only as a result of serious and unexpected health and life situations. Documentation for the request is required in writing with appropriate signatures or other evidence. A letter grade will be deducted, so the best grade you can get from completing an I is a B. Incompletes must be made up promptly and by a deadline set by the instructor. Students who are unable to complete assignments when due are expected to withdraw from the course. **The deadline for graduate students to drop a course without a grade for the fall semester is October at 5 PM.** It would have to be an extreme case for the instructor to agree to an I rather than suggesting the student drop the course.

### Additional Course Information and ECU Course Policies

#### ADA Accommodation

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the instructor immediately. East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016. Complete information is available at [Accommodation Information & Processes](#).

#### Copyright

The intellectual property used or created in LIBS 6010 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and discussion board/blog postings, and the course instructor as expressed in the course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within LIBS 6010, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

#### The Course Final

There is no final exam for this course, but instruction and interaction continue until the last day of finals. The period of finals week should be considered the final exam period for this course, as we will be communicating individually about your artifact. During this period, I will continue to respond to all emails, telephone calls and can arrange office hours by appointment if we need to meet individually.

#### Privacy

Check the Announcements frequently. They may contain important information.
While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome.

As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, gripes about supervisors or work situations) about themselves, their family members, or close friends.

Academic Integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources used in the term paper (quoted, noted, or used as an example, etc.) should be provided at the end of the paper as “References,” and should be noted with in-text references in the body of the paper.

Students shall avoid all forms of academic dishonesty, including but not limited to:

Collusion – students collaborating in the completion or production of course assignments submitted for credit (unless part of the assignment requirements). This does not preclude students from working together or assisting one another, but does not permit students to turn in duplicated or co-authored material.

Plagiarism – the use or nearly exact use of others’ intellectual property without attribution and without enclosing the property in quotation marks or other identifying notation. Multiple and extended quotes or paraphrasing of other’s intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. Basically this means you cannot cabbage together an assignment from found documents.

Submitting work prepared for another course – do not submit in whole or part, assignments that have been prepared for another course. This defeats the learning objectives of the assignment, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

Any student suspected of violating ECU’s Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available at: https://osrr.ecu.edu/policies-procedures/

How to respond to another student’s discussion board or blog posting:

Check the Announcements frequently. They may contain important information.
Students are expected to read all postings, not just the one immediately prior to his or her response. A quality discussion response includes: identification of a central issue, taking a position on the issue, providing some evidence for your position, and posing an open-ended question on the issue or topic. This follows an inquiry method, as opposed to simply commenting on what someone has said in an earlier post, e.g., “I liked what you said about …,” “So true,” etc.

Netiquette

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

• Beginning all communications with a salutation.
• Ending all communications with your name.
• Do not use all capital letters in a discussion board message; it is a short hand way of screaming at someone and is considered rude.
• The use of slang, IM lingo, etc. should be extremely limited, as not everyone may understand your references.
• When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. In other words, discuss the message content, not the personalities involved.
• If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside the course.
• Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized; you may need someone in this class to do you a favor someday, or you may find yourself working with or for someone who was in the class with you.

Technology Related Information

The recommended browsers for using Canvas and other ECU applications are Mozilla Firefox and Google Chrome.

In order to successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the Internet, Canvas functions, email, and web conferencing applications. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. Information and assistance are available from the IT help desk at http://www.ecu.edu/cs-its/help.cfm

Contingency Plan for Course Delivery in Case of Technical Challenges

I will use either the phone number or the non-ECU email address you provided on your application to deliver course information in the event that the ECU email or Internet system fails for an extended period of time. Extreme emergencies resulting in wide scale electrical, phone outages will be dealt with as appropriate to the situation and following procedures determined by the University. Since ECU students and faculty have been through two hurricanes and COVID 19 during the past five years and haven’t missed a
beat, I think we do pretty well during crisis. Do not worry; we will get through this semester!

Please note: This syllabus may be subject to change before or during the CURRENT semester. Changes to the syllabus will be posted as Announcements. I use the Announcements page to inform you of important information, so it’s a good idea to keep tabs on it regularly, perhaps several times a week.