Master of Library Science Program
6010: Foundations of Library and Information Studies

Instructor information

Instructor	**Email**	**Office Location & Hours**
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General information

This syllabus is a living document, subject to change during the CURRENT semester. Changes to the syllabus will be posted as an Announcement

Communication

In an online course it is essential that we stay in communication. Your ECU email and Canvas Announcements should be checked daily, and you should set up your Canvas account to send you notifications. If you get behind or have concerns, DO NOT wait to get in touch. Contact me via email and allow me 48 hours to respond. I monitor my email throughout the day. I usually reply to emails within 24-48 hours Monday through Friday. If I am out of the office for an extended period (usually due to conference travel), I will post this information on the course Announcement page. You can expect a delayed response in these instances. On the weekends it may take longer to respond. Additionally, you are encouraged to post course-related questions to The Coffee Housse Discussion board on Canvas for your colleagues and myself to comment or answer.

Course Description:

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, competencies, 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:

- Develop an understanding of the profession and of different types of libraries and information centers and their operations

- Develop an understanding of the organization and sources of information, as well as information networks and the collaborative nature of creating information structures

- Discuss the importance of major professional associations, sets of standards for librarianship, and trends affecting libraries

- Explore values of the profession and some ethical issues facing librarians and information workers

- 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, Google Scholar, The APA Style Manual, functions within the Canvas course site, and WebEx.

ALA Core Competences of Librarianship:

Foundations of the Profession

ALA/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.

AI and ChatGPT
USE PROHIBITED

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

* I do not include programs such as Grammarly in this prohibition

ECU Indigenous Land Acknowledgement

We acknowledge the Tuscarora people, who are the traditional custodians of the land on which we work and live, and recognize their continuing connection to the land, water, and air that Greenville consumes. We pay respect to eight recognized tribes; Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, all Nations, and their elders past, present, and emerging.

Course materials

Required materials

Required Text

Rubin, R.E. and Rubin, R.G. (2020). Foundations of Library and Information Science (5th ed.). New York: Neal-Schuman.

This is also available free of charge as an e-book via Joyner Library with unlimited use!

APA 7th Edition Manual of Style (This manual will be needed throughout your MLS Program)

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 (choose "E-journal/E-book Portal" and enter the journal title in the blank field). This will pull up a list of databases that provide full-text access to journal issues. Be sure to pay attention to the dates of coverage, then choose your favorite provider if there are multiple providers. Otherwise, choose the database Library Literature and Information Science and search by author, title, or journal name.

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 Canvas 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 at https://library.ecu.eduLinks to an external site., the Joyner Library homepage. You can search for citations and/or full-text journal articles, and also browse individual issues of journals by journal title.

Discussion Boards & Etiquette

In this course, you will participate in several discussion forums – both asynchronous online and synchronous live. Class discussions call upon you to engage actively in the course content and to consider and share ideas or questions that arise. Discussion is essential to developing a sense of synergy and community in the online learning environment. There may be questions for you to contemplate and respond to, bringing in your experience with the topic from a personal or work perspective. You are expected to connect course content and discussion prompts to your library setting or concentration even if the reading/prompt is not geared specifically to your library setting or concentration. If you have little experience in libraries, this is an opportunity to consider or imagine how the discussion topic fits with your ideas of libraries and to do your own research to establish connections.

Posts to the discussion forums should follow professional standards of communication free of misspellings, snark, condescension, and/or grammatical errors. Everyone is expected to participate fully in the discussions, checking discussion forums several times per week (ideally daily) and posting substantive responses your colleagues. Discussion forums are interactive, and each forum must be completed according to the course schedule to be considered complete.

You will also complete several assignments designed to support program and course objectives. Assignments are detailed below as well as in Canvas. You will notice that each assignment includes specifications or specs, which serves as your to-do list for completing the assignment. Some assignments include a scenario to help contextualize the idea behind the assignment and your task for completion.

The Coffee House – Ungraded

The Lounge serves three purposes:

1. To post questions about course logistics or assignments. Don't hesitate to post questions; if you're wondering about something, others are probably wondering the same thing. Asking the question here will benefit everyone.
2. To post questions related to Canvas. Be sure to provide details about the problem to help with troubleshooting. If I cannot help, I will let you know if the question needs to be handled by someone in IT. Often someone in the class will jump in to assist.
3. To share information and links to resources and events related to course content.
4. post course-related questions to The Lounge Discussion Forum on Canvas for your colleagues and me to comment or answer.

Netiquette

Students are expected to read all the discussion board and blogs 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. You should make your initial post a few days BEFORE the due date for the blog so that students have an opportunity to respond. You post should be on different days.

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

- Beginning all communications with a salutation (Hello X, Hi Y, Dear Z).
- 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.

Grading

The course assignments total 100 points. The grade scale is as follows:

- 93 - 101 total points results in a final grade of "A"
- 85 – 92.99 total points results in a final grade of "B"
- 77 – 84.99 total points results in a final grade of "C"
- 00 – 76.99 total points results in a final grade of "F"

Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement consistently. If grammar, syntax, and spelling are not your strengths, I suggest you find a sympathetic editor to review your assignments prior to submission. Some grammatical edits may be noted on your returned assignments; materials requiring extensive copy edits will be returned to the student without a grade.

Like most of the MLS program, this is a writing-intensive course. Some students recognize that writing may be a barrier to their success, therefore you are encouraged to seek assistance at the University Writing Center https://writing.ecu.edu/uwc/ as well as consult resources such as the Joyner Library LibGuides on research and writing.

Review of graded assignments

For assignments graded using points/rubric, you will receive feedback to help you make improvements on subsequent assignments. You are welcome to contact me if you have questions or concerns about your grade on an assignment. Please wait 24 hours after receiving your grade to contact me. This allows you ample time to review your assignment against the specs and expectations for detailed, thorough work. Note in your message specific questions you have, i.e., what comments in the feedback are unclear to you? Where exactly do you think your work meets the specs and expectations? This will help us start a productive discussion.

Late Policy

Turning in assignments on time is crucial to your success in this class. Communication is key in this program. If you are having a difficult time keeping up with courses or there is an unforeseen situation, it is key that you communicate with your professor immediately.

I will deduct 10% for each day an assignment is late up to five days.

Any deviation from this policy is at my discretion and on a case-by-case basis. How to submit assignments

All assignments must be submitted using Canvas. Submissions are due by 11:59 pm EST of the date due. If submitting a group assignment, decide in advance who is responsible for submitting the assignment and how group members will be notified of the assignment submission. No assignments should be submitted via email unless instructed by the professor.

Course incompletes

Course incompletes may be considered, but only because 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 is listed on the Academic Calendar. It would have to be an extreme case for the instructor to agree to an I (Incomplete) rather than suggesting the student drop the course. You may at any time consult with your advisor or the instructor about whether to request an Incomplete (ECU Faculty Manual IV.VIII.E Grade of Incomplete) or a Withdrawal (ECU's Withdrawals Policies).

Taskstream

The artifact is a final assignment you have completed in a course.

Additional Course Information and ECU Course Policies

ADA accommodation

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) http://www.ecu.edu/cs-studentlife/dss/ and located in Slay 138 (252) 737-1016 (Voice/TTY).

Individuals in need of additional information or training should contact DSS at (252) 737-1016.

Copyright

The intellectual property used or created in LIBS 6016 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 in electronic discourses, and presentations of an audio/video nature. Copyright law does allow what is described as "fair use" of copyright materials. Under fair use, students may utilize protected intellectual property in support of their education pursuits in this class; academic conventions require that all materials are fully cited. Please ask the instructor if you have any questions regarding copyright law and fair use.

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 as needed about your course artifact. During this period, I will continue to respond to all emails and telephone calls and can arrange office hours by appointment if we need to meet individually.

Privacy

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 consulted for the work should be provided at the end of the paper as "Works Consulted," and resources used (quoted, noted, or used as an example, etc.) should be noted with in-text references.

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. 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 unless collaboration is a requirement of the assignment.

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 another'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/.

The College of Education and the library science 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. A quick guide is available at http://www.apastyle.org/. If you have taken LIBS 6010, you should own a copy of the Publication Manual of the American Psychological Association (6th Ed.), and copies are available at the library. For online guides to APA style, the Purdue OWL writing and APA site at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html is a good resource.

Charts, tables, etc. within an assignment or that accompany assignment can be single-spaced, but still need to use a 12-point font. All resources consulted or cited (quoted, noted, or used as an example, etc.) for an assignment should be provided at the end of the written assignment in a reference list and should be noted by in-text citations.

Technology related information

To successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the internet, Canvas, email, Teams or WebEx, and possibly Zoom. Teams and Web Ex are conferencing software supported by ECU and available free of charge. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. I strongly encourage you to back up all documents for this class.

Information and assistance are available from the IT help desk at https://itcs.ecu.edu/. Technical assistance and resources for using Canvas software are available within the course Canvas site. If you need access to Microsoft Office, contact ITCS.

Contingency plan in case of disruption or technical challenges

I will use the non-ECU email address you provided on your application to deliver course information if the ECU email or Internet system fails for an extended period. 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.

In the Event of a Disruption: Making up missed instructional time in this course will follow ECU's Policy

for Making Up Missed Instructional Time Due to Suspension of Instruction.