



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF COMMUNICATION & INFORMATION  
*School of Library & Information Studies*

**LIS5105 – COMMUNITIES OF PRACTICE**

**SECTION(S)**

**TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION**

**MODE OF INSTRUCTION**

**Instructor:**

**Email:**

**Office:**

**Phone:**

**Course Location/Website:**

**Office Hours (in office, online or via phone):**

**Teaching Assistant:**

**Email:**

**COURSE DESCRIPTION:**

An exploration of communities of practice. Students will analyze, reflect on, and evaluate communities of practice and create resources and tools to meet their needs.

**COURSE OBJECTIVES:**

At the end of the course, the student will be able to:

1. Identify and describe a community of practice.
2. Serve as a resource to others and meet their particular needs.
3. Analyze and evaluate the information needs of a targeted community.
4. Assemble an information package for a targeted community.
5. Reflect on the ethos of service to a community of practice.

**COURSE MATERIALS:**

All required and recommended readings will be provided via the course website, or available online.

**COURSE ASSIGNMENTS AND EVALUATION:**

**Assignment 1:** Identifying and describing a community of practice (COP)-Presentation

- Prepare a 5-minute presentation to show in class and to submit to Blackboard.
- Use in-class group discussions to identify a potential community of practice.
- Find and summarize a news article about this type of community of practice.
- Cite the article using APA 6
- The presentation should include:
  - Names of group members

- Identification and description of the COP and rationale for selection.
- Brief summary the professional literature findings on the COP.

**Assignment 2:** Analyzing and evaluating the information needs of the target community

- Prepare a Word document to submit to Blackboard.
- Collect data from the COP using evaluation methods discussed in class. Each group member (i.e. five members) will survey or interview a community member individually in order to identify, analyze, and evaluate their information needs.
- Share and analyze the collected data (in class) to identify the information needs of the COP
- The group will meet to synthesize and compare their findings
- The group will prepare a report for submission (approximately 2,000 words)

**Assignment 3:** Becoming an Information Resource

- Prepare a 10-15 minute presentation to show in class and to submit to Blackboard.
- Identify the selected COP (1 slide)
- Briefly identify the methods used to collect data from the COP (1 slide)
- Briefly list the information needs of the COP based on the group's analyses (1-2 slides)
- Identify and evaluate possible resources for meeting the needs of that COP, and construct a list of at least 10 resources that your group decides best meets the needs of the COP.
- Based on your assessment of the COP, identify the optimal medium for dissemination of the resource list to your COP. (Wiki? Web site? Etc.)
- Each presentation will be peer reviewed.

**Peer Evaluation of Assignment 3 Presentations**

- Following the presentations of Assignment 3, each student will:
  - Review (as needed) the presentations posted on Blackboard
  - Create a Word document to submit to Blackboard, discussing what they liked, what can be improved, and recommendations for other resources to be considered. Feedback is required for each presentation.
  - Submit this file to Blackboard for the assignment points
  - Students will also post their feedback on the Group Presentations Discussion board, under each presenter's topic.

**Assignment 4:** The Information Package

- In your group, continue to develop the planned resource from assignment
- Assemble information package based on information needs and the feedback from the last assignment.
- Present information package to the class as if they were the community of practice.
- The groups' performance will be assessed by the instructor and the class using a provided rubric.
- Individually, each group member will assess each other anonymously using a performance evaluation rubric provided by the instructor. The assignment assessment will be applied to each student's final participation grade.

**Assignment 5: Reflection**

- Reflect on the ethos of service for the selected community of practice. This reflection should be presented as a Word document and may be presented in the format of a blog, a traditional paper-based journal, or a similar format. Remember that this is a time for open and honest discussion of the ethos of service, as you understand it, drawing from class readings and earlier assignments.

**GRADE CALCULATION:**

Assignment 1-5	500 pts (100 pts each)
Presentation 1	75 pts
Presentation 2	75 pts
Presentation 3	100 pts
Peer evaluation of presentations	50 pts
Peer evaluation of group members	50 pts
Attendance/Participation	150 pts
<b>Total</b>	<b>1000 pts</b>

**GRADING SCALE:**

A	930 - 1000	C	730 – 760
A-	900 – 920	C-	700 – 720
B+	870 – 890	D+	670 – 690
B	830 – 860	D	630 – 660
B-	800 – 820	D-	600 – 620
C+	770 – 790	F	0 – 590

**COURSE SCHEDULE:**

WEEK	TOPICS TO BE COVERED
1	Course Logistics and Introduction
2	Communities of Practice
3	Information needs of different types of users
4	Student Presentations – Assignment 1
5	Evaluation methods
6	Social Issues in COPs
7	Online/offline collaboration and competition
8	Case studies and guest speakers
9	Business models for COPs
10	Spring Break
11	Student Presentations – Assignment 3
12	Modes of belonging, belonging and communities
13	Motivation factors for participating in online communities

14	Growth dynamics
15	Group projects
16	Group projects

**COPYRIGHT STATEMENT:**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/)).

**SEXUAL HARRASSMENT POLICY:**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. [http://registrar.fsu.edu/bulletin/grad/info/university\\_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

**SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:**

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:  
<http://ischool.cci.fsu.edu/academics/online/requirements/>

**STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:**

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

**University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

**Americans With Disabilities Act:**

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and

(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **Syllabus Change Policy**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."