LIS5020 – FOUNDATIONS OF THE INFORMATION PROFESSIONS
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:

This course provides background information about the information profession and aims to facilitate optimal information management. Topics include librarianship, the disciplines of library-information science (LIS) and of information technology (IT), the organizations and institutions of the information-provision environment, as well as the applications of technology to information provision.

COURSE OBJECTIVES:

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

1. Demonstrate lifelong learning skills through differentiating and describing information provision environments and the knowledge, skills, and abilities associated with these.

2. Recognize opportunities and challenges within LIS/IT as future professionals by describing and discussing major issues (i.e., declining budgets, changing demographics) within different information provision environments.

3. Think critically about six key issues affecting LIS/IT and identify how they can effectively shape these in the future, through synthesis of and response to sets of readings through written assignments and discussion board postings.

4. Demonstrate the ability to identify key LIS/IT literature, develop skills to critically assess that literature base, and understand the criteria by which to contribute to the literature by using literature resources to illustrate key concepts in written work and chat discussion.

5. Demonstrate understanding of the CCI graduate program by integrating faculty research into their assignments, interacting with guest faculty speakers, and creating their SLIS program plan of study by understanding course descriptions and offerings.

6. Use FSU and CCI/SLIS online academic, instructional and computing services and resources to successfully complete and submit assignments.

7. Demonstrate an understanding of the political and economic nature of information and the rights of users from an information professional's point of view through integration of these concepts and the effects of policies on these in written work and class discussion.

8. Apply critical thinking skills and recognize the multiple contexts of the IPE through class discussions and presentations and written assignments.

COURSE MATERIALS:

Required Text

Rubin, Richard, E. 2010. **Foundations of Library and Information Science, 3rd ed**. NY, NY: Neal Schuman Publishers, Inc. The book has a companion website www.neal-schuman.com/foundations) for expanded lists of selected readings for major subject areas in the book.

COURSE ASSIGNMENTS AND EVALUATION:

There are no exams. The breakdown of assignment credit is as follows:

Weekly Assignments (Article/Activities responses):   **25%**
- Group Discussion Posts (20 %)
- Summary of Read and React, or Case studies
- Evaluation of other student presentations (5%)

Class Activities (Group work/individual work/participation)   **25%**
- Attendance (5%)
- Participation (5%)
- Group peer evaluation (10%)
  - (received from same group members)

Paper: IPE Observation/IP Interview   **25%**
- Paper Due September 20   (25%)
- In-class discussion of findings

Paper: Issue Paper/Class Presentation   **25%**
- Final Paper due December 1   (15%)

- Presentation (evaluation by professor: 5%)
- Evaluation of Presentation (from other students: 5%)

SLIS POINT BASED GRADING SCALE:

A	93 - 100		C-	70 – 72
A-	90 – 92		D+	67 – 69
B+	87 – 89		D	63 – 66
B	83 – 86		D-	60 – 62
B-	80 – 82		F	0 – 59
C+	77 – 79			
C	73 – 76			

COURSE CALENDAR

Subject to Change

Week	Topic
1	Course Logistics, Overview and Introduction
2	Historical foundations of the information professions: What is "information?"
3	Information as a profession and a discipline: What is a "library?" Lifecycle of information; information production and collection
4	IPE observations
5	IPE discussion/Information seeking behavior
6	Information technologies; impact on information services analyzing and implementing emerging technologies.
7	Information ethics and standards; Philosophy of information
8	Information policies: stakeholders and agendas
9	Student Presentations 7-12
10	Information and culture; disenfranchisement of populations
11	Information processes: Organization of information
12	Information processes: Retrieval of information
13	Information processes: Preservation of information
14	Student Presentations 21-25

15	The Future of the Information Provision Environment Role of Info Professional Recap Final Evaluations

COPYRIGHT STATEMENT:
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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

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. 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."