



**Instructor:** Laura Saunders

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## Course Description

This course is an introduction to the field of library and information science, exploring information professions, services, and institutions, as well as addressing fundamental concepts and theories of information. Topics that will be the subject of discussion and study include settings in which an information professional might work (libraries, information centers, archives, and the information industries); the history of the information professions; the organizational structures of information institutions; the information needs of users and their information-seeking behavior; and information concepts, theories, and practices. The class will engage with current issues and trends affecting the information professions in today's society. Assignments may include presentations, posters, papers, case studies, examinations, and written exercises.

## Course Objectives

*Building on the SLIS [program learning outcomes](#), students in this course will further:*

- Students understand theory, concepts and philosophies within the Information Professions.
- Students recognize the values and ethics of the information professions

## Course Policies

All students are required to attend class on a regular basis, unless prior arrangements have been made with the professor. If a student misses a class, he or she is responsible for obtaining any notes or handouts from that day's meeting and remains responsible for any assignments due on that day. Please do not contact the professor for a "re-cap" of the missed lecture. While students may certainly contact the professor for assignment or lecture clarification, the professor is not responsible for any content missed due to student absence.

All students will complete—ON TIME—the assignments and presentations as described in the "Assignment Descriptions" section of this syllabus. For the purposes of this class, an assignment will be considered "on time" if it is submitted by the end of the class period on the day the assignment is due.

All students will abide by the Simmons College Honor code, found in the student handbook and detailed on the following Simmons College web site: <http://internal.simmons.edu/students/slis/current/honor-code>

## Meaning of Grades

**B** grade means that the work handed in is satisfactory and meets the requirements of the assignment. **B+** means that you have done more than meet the minimum requirements. An **A** grade means that the assignment is excellent. Anything below a **B** means that there were problems with the assignment meeting the minimum requirements. To view the grading system at GSLIS, go to: <http://my.simmons.edu/gslis/resources/forms/policies/shtml#grades>

## Grading Chart



Score	Grade
96-100	A
91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
Below 60	F

### Course Schedule

Date	Topic	Readings	Assignments
9/3	Introduction & Overview		
9/10	What is LIS?	<p>Doherty, J.J. (2005/2006). Towards self-reflection in librarianship: What is praxis? <i>Progressive Librarian</i> 26, 11 – 17.</p> <p>Hartel, J. (2012). Welcome to library and information science. <i>JELIS</i>, 53(3):163 – 175</p> <p>Honma, T. (2005). Trippin over the color line: The invisibility of race in library and information studies. <i>InterActions</i> 1(2). <a href="https://escholarship.org/uc/item/4nj0w1mp">https://escholarship.org/uc/item/4nj0w1mp</a></p>	
<b>What are the features and laws of the recorded information universe?</b>			
9/17	What is information?	<p>Bates, M. (2009). Information. In <i>Encyclopedia of Library and Information Sciences</i>, 3<sup>rd</sup> ed., online. Retrieved from: URL</p> <p>Buckland, M. K. (1991). Information as thing. <i>Journal of the American Society for Information Science</i>, 42 (5), 351-360.</p> <p>Buckland, M.K. (1997). What is a document? <i>Journal of the American Society for Information Science</i>, 48 (9), 804-809.</p>	Reading Response: Online Discussion
9/24	The information life-cycle	<p>Chester, B. (2007). Information Lifecycle. <i>AIIM E-DOC</i>, 21 (4), 14.</p> <p>Gilliland-Swetland, A.J. (2000). The archival paradigm: The genesis and rationales of</p>	Transforming LIS Essay



		<p>archival principles and practices. <i>Enduring Paradigms: New Opportunities</i>. Retrieved from:  <a href="http://www.clir.org/pubs/reports/pub89/archival.html">http://www.clir.org/pubs/reports/pub89/archival.html</a></p> <p>UCI Libraries. (n.d.) Information Life Cycle of the Sciences.  <a href="http://www.lib.uci.edu/how/tutorials/FindScienceInformation/public/">http://www.lib.uci.edu/how/tutorials/FindScienceInformation/public/</a></p> <p>Publishing Trendsetter. (n.d.) Life cycle of a book.  <a href="http://publishingtrendsetter.com/life-cycle-book/">http://publishingtrendsetter.com/life-cycle-book/</a></p> <p>Wick, N. (2011, Oct. 19). UW libraries host exhibit on open access scholarly publishing. UW Today. Retrieved from:  <a href="http://www.washington.edu/news/2011/10/19/uw-libraries-hosts-exhibit-on-open-access-scholarly-publishing/">http://www.washington.edu/news/2011/10/19/uw-libraries-hosts-exhibit-on-open-access-scholarly-publishing/</a>                      *You don't actually have to read this article, just study the Lifecycle of Scholarly Communication graphic</p> <p>SAA (2015). Life cycle. Retrieved from:  <a href="http://www2.archivists.org/glossary/terms/l/life-cycle">http://www2.archivists.org/glossary/terms/l/life-cycle</a></p>	
<b>How do people relate to, seek, and use information?</b>			
10/1	Human-information behavior: an introduction	<p>Bates, M. (2009). Information Behavior. In <i>Encyclopedia of Library and Information Sciences</i>, 3<sup>rd</sup> ed., online. Retrieved from: URL</p> <p>Wilson, T.D. (2009). Information behavior models. In <i>Encyclopedia of Library and Information Sciences</i>, 3<sup>rd</sup> ed., online. Retrieved from: URL</p> <p>Kuhlthau, C.C. (1991). Inside the search process: Information seeking from the user's perspective. <i>Journal of the American Society for Information Science</i>, 42, 361 – 371.</p>	
10/8	Information Behavior Models	<p>Dervin, B. (1997). Sense-making theory and practice: An overview of user interests in knowledge seeking and use. <i>Journal of Knowledge Management</i>, 2 (2), 36-46.</p> <p>Savolainen, R. (2007). Information behavior and information practice: Reviewing the "umbrella concepts" of information-seeking studies. <i>Library Quarterly</i>, 77 (2), 109-132.</p>	Investigating the Information Life Cycle



<p><b>10/15</b></p>	<p>Social and cultural influencers on HIB</p>	<p>Carey, R.F., McKechnie, L.E.F., McKenzie, P.J. (2001). Gaining access to everyday life information seeking. <i>Library and Information Science Research</i>, 23 (4), 319 – 334.</p> <p>Burnett, G., Jaeger, P.T., Thompson, K.M. (2008). Normative behavior and information: The social aspects of information access. <i>Library and Information Science Research</i>, 30 (1), 56 – 66.</p> <p>Fisher, K.E., &amp; Bishop, A.P. (2015). Information communities: Defining the focus of information services. In, Sandra Hirsch (Ed.) <i>Information services today</i> (pp. 20-26). Lanham, MD: Rowman &amp; Littlefield.</p>	<p>Reading Response: Online Discussion</p>
<p><b>10/22</b></p>	<p>Barriers to information seeking and use</p>	<p>Chatman, E.A. (1996). The impoverished life-world of outsiders. <i>JASIS</i>, 47, 193 – 206.</p> <p>Warschauer, M. (2011). Digital Divide. In Encyclopedia of Library and Information Sciences, 3<sup>rd</sup> ed, online. Retrieved from: URL</p> <p>Siefer, A. (2013). The Internet is Important to Everyone. <i>OCLC</i>.  <a href="http://www.webjunction.org/news/webjunction/the-internet-is-important-to-everyone.html">http://www.webjunction.org/news/webjunction/the-internet-is-important-to-everyone.html</a></p> <p>OCLC. (n.d.) <i>Digital Inclusion</i>.  <a href="http://www.webjunction.org/explore-topics/digital-inclusion.html">http://www.webjunction.org/explore-topics/digital-inclusion.html</a></p> <p>Jaeger, P.T., Bertot, J.C., Thompson, K.M., Katz, S.M., DeCoster, E.J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion and public libraries. <i>Public Library Quarterly</i>, 31 (1), 1-20.</p> <p>Wong, P., &amp; Figueroa, M. (2015). Diversity, cultures, and equity of access. In, Sandra Hirsch (Ed.) <i>Information services today</i> (pp. 27-38). Lanham, MD: Rowman &amp; Littlefield.</p>	<p>Reading Response: Online Discussion</p>
<p><b>10/29</b></p>	<p>Information Needs</p>	<p>O'Brien, H. and Greyson, D. (2015). Information needs: Understanding and responding to today's information user. In S. Hirsch (Ed.), <i>Information Services Today: An Introduction</i> (pp. 119 – 129). Lanham, MD: Rowan and Littlefield.</p>	<p>Explain Like I'm Five: Human Information Behavior</p>



		<p>Hersberger, J. (2005). The homeless and information needs and services. <i>Reference and User Services Quarterly</i>, 44 (3), 199 – 202.</p> <p>Lin, C. (2013). A study of the archival information needs and use behavior of historians. <i>Journal of Library and Information Studies</i>, 11 (2), 77 – 116.</p>	
<b>How can access to information be made most rapid and effective?</b>			
11/5	Information Ethics	<p>Mathiesen, K. (2004). What is information ethics? <i>Computers and Society</i>, 32 (8).</p> <p>Wengert, R. (2001). Some ethical aspects of being an information professional. <i>Library Trends</i>, 49 (3), 486-509.</p> <p>Bastian, J.A. (2015). Ethics for archivists and records managers. In <i>Archives and record-keeping: Theory into practice</i> (pp.101-129). London: Facet Books.</p> <p>Marek, K. (2015). Information policy. In, Sandra Hirsch (Ed.) <i>Information services today</i> (pp. 281-288). Lanham, MD: Rowman &amp; Littlefield.</p> <p>Garner, M.L. (2015). Information ethics. In, Sandra Hirsch (Ed.) <i>Information services today</i> (pp. 289-299). Lanham, MD: Rowman &amp; Littlefield.</p>	
11/12	<b>No Class- At LOEX Conference</b>		
11/19	User Services	<p>Dewdney, P. and Ross, C.S. (1994). Flying a light aircraft: reference service evaluation from a user’s viewpoint. <i>RQ</i>, 34 (2), 217-231.</p> <p>ACRL. <i>Framework for information literacy for higher education</i>. (2015).  <a href="http://www.ala.org/acrl/standards/ilframework">http://www.ala.org/acrl/standards/ilframework</a></p> <p>Sturges, P., &amp; Gastingier, A. (2010). Information literacy as a human right. <i>Libri: International Journal of Libraries and Information Services</i>, 60(3): 195 – 202.</p> <p>Leiter, R.A. (2003). Reflections on Ranganathan’s five laws of library science. <i>Law Library Journal</i> 95, 411-418.</p> <p>Yakel, E. (2005). Information literacy for primary sources: Creating a new paradigm for</p>	<b>Ethics Response: Online Discussion</b>



		<p>archival researcher education. <i>OCLC Systems &amp; Services: International Digital Library Perspectives</i> 20(2), 61-64.</p> <p>Pugh, M.J. (1982). The illusion of omniscience: Subject access and the reference archivist. <i>American Archivist</i> 45(1), 33-44.</p> <p>Suggested: Ranganathan, S. (1931). Five laws of library and information science. Available at <a href="http://courseweb.lis.illinois.edu/~katewill/fall2014-502/ranganathan%201931%20five%20laws%20Olib%20science%20uc1.\$b99721.pdf">http://courseweb.lis.illinois.edu/~katewill/fall2014-502/ranganathan%201931%20five%20laws%20Olib%20science%20uc1.\$b99721.pdf</a></p>	
<b>11/26</b>	<b>THANKSGIVING</b>		
<b>12/3</b>	Organizing and Processing Information	<p>Knowlton, S.A. (2005). Three decades since "Prejudices and Antipathies:" A study of changes in the Library of Congress subject headings. <i>Cataloging and Classification Quarterly</i>, 40 (2), 123 – 145.</p> <p>Roe, K.D. (2005). Arranging and describing archives and manuscripts. Chicago, IL: Society of American Archivists. Chapter 2</p> <p>Hall-Ellis, S.D. (2015). Organizing information: Technical services. In, Sandra Hirsch (Ed.) <i>Information services today</i> (pp. 139-148). Lanham, MD: Rowman &amp; Littlefield.</p>	Literature Review
<b>12/10</b>	<p>Cultural Competencies</p> <p>Wrap up/Look ahead</p>	<p>Jaeger, P. P., Bertot, J. J., &amp; Subramaniam, M. M. (2013). Preparing future librarians to effectively serve their communities. <i>Library Quarterly</i>, 83(3), 243 – 248.</p> <p>Kumasi, K. D., &amp; Hill, R. F. (2013). Examining the hidden ideologies within cultural competence discourses among library and information science (LIS) students: Implications for school library pedagogy. <i>School Libraries Worldwide</i>, 19(1), 128 – 141.</p> <p>Overall, P. M. (2009). Cultural competence: a conceptual framework for library and information science professionals. <i>Library Quarterly</i>, 79(2), 175 – 204.</p>	



**PLEASE NOTE:** For each assignment that requires essay writing and/or the use of quotes or information from additional sources, students are required to use the APA form of citation. A good general guide to these citation standards can be found at the Purdue University site, <http://owl.english.purdue.edu/owl/resource/560/01/>. All quoted information must be appropriately cited. Papers must be typewritten or word-processed. The content, as well as the organization, style and manner of your presentation are all contributors to your assignment grade. Please read and edit your papers prior to handing them in. Frequent and/or consistent spelling, grammar and style mistakes will result in a lesser grade.

### ASSIGNMENTS

#### ALL ASSIGNMENTS ARE GRADED ON 100 POINT SCALE

#### **PARTICIPATION**

**10%**

This is a seminar-style course, meaning the bulk of the course will consist of in-class discussions and activities. In order for such a course to work properly and for you to get the most out of the course, everyone needs to participate actively in every class. Complete all assigned readings and come to class ready to discuss them. Questions and debate (civil, of course) are highly encouraged.

#### **Reading Reflections**

As part of your class participation grade, most weeks you will post a brief reaction/reflection on any of that week's readings to the online discussion board. Each student must make at least one post each week—it can be an original post OR a substantive response to a peer's post (a substantive response is more than just a simple agreement, but moves the conversation forward by adding new content/reflections/questions). The posts must be made BEFORE class begins each week.

#### **TRANSFORMING LIS**

**20%**

In her article assigned for Sept. 10, Jennifer Hartel presents 3 paradigms of library and information science. These paradigms describe several of the traditional approaches to LIS, including basic beliefs about the purpose of collections and services, values and attitudes of the profession, and priorities of collections and services. In his article "Trippin over the Color Line," Todd Honma problematizes some of the traditional underpinnings of library and information science, exposing structural inequities around race that could also be extended to areas of socioeconomic background/class, gender and sexual identity, sexual orientation, etc.

Select one of the paradigms presented in Hartel's article, and critique it in light of Honma's writing, considering the following questions:

- What aspects of the paradigm seem problematic when viewed through Honma's critical lens (e.g., how does the paradigm reflect either or both of the "problematic paradigms" of "unacknowledged whiteness and celebratory multiculturalism . . . which elide critical discourse on race and racial inequality" [Honma, 2005, p. 14])?
- What assumptions or biases underlie Hartel's articulation of the paradigm you chose to investigate?
- How could the proposed paradigm be modified to address any concerns raised in the previous two questions and, in Honma's words, "usher in a truly transformative LIS—one that transforms itself and the world" (2005, p. 19)?

Your completed essay should fall between 4 – 6 pages and incorporate quotes from or references to Hartel's and Honma's writing, as well as any outside readings you deem appropriate (for example, it might be useful to read some of the writings of Shera, White, or Bates to gain a deeper understanding of the paradigm you selected to critique).

**INVESTIGATING THE INFORMATION LIFE CYCLE****15%**

Describe the life cycle of a unit of information (a technical or scientific journal article, a record in an archive, a monograph or novel, an artifact of cultural heritage), identifying its initial creator(s) and process of creation, its path to dissemination, its organization and description, its accessibility, and its use. Your description of the life cycle of the information you have chosen to trace should use the information life cycle described in our reading for Sept. 16 most appropriate to the information you have chosen as a framework for your description. For example, if you were describing the life cycle of a scientific journal article, you might refer to the “life cycle of scholarly communication” model (described in Wick, 2011) to describe the process of data collection and analysis, authoring, peer review, rights management, publication, and discovery associated with the article on which you have chosen to focus.

Your completed assignment should fall between 3 and 5 pages and should include reference to the life cycle model you are using as your descriptive framework as well as any relevant external sources.

**EXPLAIN LIKE I’M FIVE: HUMAN INFORMATION BEHAVIOR****15%**

This assignment takes its inspiration from the online community Reddit’s forum entitled “Explain Like I’m Five,” in which users explain concepts or answer questions in terms accessible to a layperson.

Drawing from Wilson’s “Information Behavior Models” article in the Encyclopedia of Library and Information Science, 3<sup>rd</sup> ed. (assigned reading for Sept. 23), select one of the information behavior models Wilson describes and explain this model in non-technical language that the average adult literate in English could read and understand. In order to fully understand the model you have chosen to explain, you should look not only to Wilson’s encyclopedia article, but also to research describing and based on the model written by the creator of the model you have chosen to explain. This “source” writing will elaborate upon your chosen model in detail and may even provide examples of the model as it can be found or observed in practice.

Your simplified explanation of the information behavior model you have chosen will fall between 3 and 5 pages and should describe all aspects of the model. Citations from or references to external sources are encouraged; however, any quotations that rely on technical language should be explained and “translated” in the text of your paper.

**ETHICS RESPONSE ONLINE DISCUSSION****10%**

As part of this course, we have examined the ethical standards and values of our profession, and we’ve also considered the critiques of the profession by Honma and others. In this assignment, you will analyze an ethically challenging scenario and develop a response based on your understanding of the readings and class discussions on values and ethics. The following case studies/news stories highlight ethical conflicts and concerns in various information settings. Review each story and choose ONE to respond to. In Moodle, an online forum will be provided for each of the stories-- using the appropriate forum, each student should post an original response to their chosen case study/news story (about 500-700 words). In developing the response, you might consider the following questions:

- Considering class readings, discussions, and review of ethical standards, how would you respond to the described scenario? Provide a thorough explanation your how you would respond, and why you would respond in this way?
- What might be the potential ramifications of your response (what kind of reactions/complaints might you anticipate from the patron, the patron’s family, the community, board of trustees, your colleagues, etc.)?





- What kind of guidance is provided by our professional associations related to the scenario? Which specific ethical codes or values relate to this scenario? Do you agree with the stance taken by the professional associations on this issue? Why or why not?
- Does the scenario or news story suggest any bias or structurally inherent racism/classism/sexism/etc. within the profession? If so, how? And, how does your proposed response address or not address these issues?

Each student should also respond or react to at least two of their peer's posts-- these response posts do NOT have to be in the same discussion group as your original post-- you can read and respond to posts in any forum. Remember that response posts should include meaningful content, not just agreement. A substantive response moves the conversation forward by reacting to what was originally posted, adding new content or insight, and/or asking questions.

### LITERATURE REVIEW

30%

Research is routinely conducted on the information behaviors of various user groups (e.g., women, historians, children, scientists, prisoners) with an eye towards better understanding the social, cultural, and contextual factors that affect the information seeking, access, and use of people who identify as (or, are identified as) members of these user groups. Before conducting this research, scholars create literature reviews that survey and describe existing research and findings related to their investigative pursuit. For example, a researcher interested studying the information seeking behavior of LIS students would survey the field (find and read research articles and texts) to determine what fellow researchers and scholars have already uncovered about the information behavior and habits of graduate students, broadly, and LIS students, more narrowly.

This assignment asks you to identify a user group or community and conduct a review of the literature related to this group's information behavior. Following the guidelines for writing literature reviews suggested by the UNC Writing Center and the American Psychological Association (linked to our class Moodle page), develop a literature review that summarizes the current and historical research related to the information behavior of the user group you have selected. This literature review should describe and synthesize relevant research in a systematic way, and may answer the following questions:

- According to the research, how is the user group identified and what are the characteristics of members of this user group?
- What do researchers conclude are the characteristic information needs of the members of the user group?
- What information seeking behaviors have researchers observed among members of this user group?
- What barriers to information seeking and access impede these users' information seeking?

Your completed literature review will fall between 7 – 10 pages, adhere to a chronological, methodological, or thematic organizational structure, and conclude with recommendations for further research based on what your literature review reveals as gaps in the existing research.

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### SPECIAL NEEDS, ACCOMMODATIONS AND STUDENT SUPPORT:

If you have a documented disability and anticipate needing accommodations in this course, it is your responsibility to register with the Disability Services office as soon as possible to ensure that requested accommodations may be implemented in a timely fashion. For more information or to request academic



accommodations, contact the Disability Services Office located in Room E-108 of the Main College Building. They are available by phone at 617-521-2474 or you may email Tim Rogers at [timothy.rogers@simmons.edu](mailto:timothy.rogers@simmons.edu).

### **TITLE IX AND THE SIMMONS COLLEGE GENDER-BASED MISCONDUCT POLICY:**

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a "Gender-Based Misconduct Policy" which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

- Simmons College Title IX Coordinator, Regina Sherwood (for faculty/staff concerns):
  - Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082
- Simmons College Deputy Title IX Coordinator, Sarah Neill (for student concerns):
  - Office Location: Provost's Suite, in room C-219 / Phone Number: (617) 521-212
- Associate Dean of Student Life and Title IX Representative, Raymond Ou:
  - Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125
- Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:
  - Office Location: Room W-003 / Phone Number: (617) 521-2118
- Simmons College Public Safety
  - Office Location: Lobby of the Palace Road Building;  
Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Additionally, the Gender-Based Misconduct Policy has a Consensual Relationships clause that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

To view the full Simmons College Gender-Based Misconduct Policy, please go to:  
<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>