

SYLLABUS

Site: [Welcome to LSU Moodle!](#)
Course: 2021 Fall LIS 7000 for Suzanne Stauffer
Book: SYLLABUS

Printed by: Suzanne Stauffer
Date: Monday, September 13, 2021, 2:44 PM

Table of contents

1. Your Responsibilities/Communication

1.1. How to Succeed in an Online Course

2. Course Description

3. Grading

3.1. Assignments

3.2. Grading Scale

3.3. Policy on Incompletes

4. Academic Misconduct/Plagiarism

5. Students with Disabilities

6. Center for Academic Success

7. Required Materials

8. General Instructions

8.1. Discussion Forums

8.2. Essays

8.3. Critical Book Review/Analysis

8.4. Submitting Assignments

9. Library Research Tips

9.1. Searching

9.2. Evaluating Resources

9.3. Citations

10. Schedule of Topics

1. Your Responsibilities/Communication

You are responsible for knowing and understanding the information contained on this course website and for information distributed through class e-mails and the News Forum.

SLIS and LSU will communicate with you exclusively through your LSU/PAWS e-mail. If you prefer to continue to use your personal e-mail, you should forward all LSU e-mail to that account. You must also forward all Moodle mail.

1.1. How to Succeed in an Online Course

For many of you, this is your first course in many ways -- your first online course, your first graduate course, your first LIS course - and you're struggling to juggle school, work, and family. I can't help with the work and family, but I can provide some suggestions about managing school.

Graduate school is different from undergraduate. All graduate courses require more critical thinking and analysis, and much less memorization and recall. They require you to synthesize what you learn and then apply it in some way, either to a paper or a project or a discussion forum, only occasionally to an exam.

Because undergraduate LIS degrees are few and far between, this is the first time that most of you are being exposed to these principles, concepts, theories, and just basic facts. This makes it interesting and even exciting, but you may also feel overwhelmed with all of the new information.

Online courses are more difficult and more time-consuming than most people expect, for a variety of reasons, the primary one being that three hours a week are not spent sitting in a class, listening to a lecture and taking notes. Not only is your education more self-directed, you have to actually spend nine hours a week on the class. If you were like me as an undergrad, you knew that you could do pretty well by just going to class and taking notes, and reviewing before the exam, maybe skimming the textbook. Now, you have to set aside nine hours for reading, discussing, researching, and writing.

One mistake that students make is thinking that they can just put in nine hours on the weekend -- for the week that has just ended. Even if you have to do all of your work on the weekend, do it for the coming week, so that you will have time to wait for answers to questions, interlibrary loan materials, consultations with tutors, and proof-reading. Always be working ahead.

So, how to manage your time?

1. Go through the syllabus for every class and add any assignment due dates to whatever calendar you keep (if you don't keep a calendar -- start keeping one!). Also include any holidays. Keep only one calendar, whether it's electronic or paper, so that you can see your work, school, and personal life all in one.
2. Work out a daily and weekly schedule that blocks out nine hours per class -- specific hours and what you will do during that time. Prioritize according to how much each activity is worth. If discussion forums are each worth 3% of your final grade, spend 3% of your time and effort on them. If an assignment is worth 20% of your grade, give it 20% of your time and effort.

For example, set aside three hours on Saturday and three on Sunday for class reading and research/assignments for the coming week. Then, schedule three more hours during the week. Or schedule three hours a day three days a week. Or one hour a day Monday-Friday, and four hours on Saturday. Whatever works with your schedule. Do that for each class.

3. Plan ahead for working on assignments, even if it's only one hour a week at first. Break them down into steps, and take advantage of any time you have to work on each step, regardless of when the assignment is due. The reality is that you're never "finished" for the week, so if you finish the course readings in two hours, then spend the next hour on discussion forums. If you finish the readings and forums in five hours, you have four hours to work on assignments.
4. In terms of the readings, unless you are going to be tested on them, don't outline and summarize as if you were. Read them through carefully, making sure that you understand the central points and main ideas. You might jot down those central points, but, generally, if you need to refresh your memory, re-read the abstract and the summary/conclusion. You're going to be asked to apply what you read in some way, so focus on understanding, not memorizing.

2. Course Description

Catalog Description: Information as a concept, and its uses and meanings in contemporary global society.

Course Objectives: Upon satisfactory completion of this course, the student will be able to :

- Define "information"
- Explain how different segments of society utilize information to achieve goals and objectives
- Describe the power dynamics of information creation, dissemination and consumption
- Identify the different types of information agencies and their varying missions, goals, and purposes
- Demonstrate an understanding of public policy and law in regard to intellectual property and copyright, freedom of information, equal access, etc., in an increasingly digital world

Course requirements: To achieve these objectives, students are expected to:

- Commit at least 9 hours per week to this course in some combination of discussion forum participation, readings, homework, and other assignments as specified in the syllabus.
- Turn in all assignments by the deadlines listed in the syllabus
- Read the assigned texts and selected items from the professional literature
- Complete assignments as outlined in the syllabus

3. Grading

Grading policies: All assignments are due on the dates indicated in the Course Schedule. Work submitted more than 7 days late without an acceptable excuse will be downgraded one full letter per week and may be refused.

A grade of B indicates that the student has achieved the objectives and met the requirements for the course. A grade of A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved. A grade of C indicates that the student has partially met the requirements, but demonstrates an incomplete understanding of the principles and concepts involved. A grade of D indicates that the work does not meet the requirements and demonstrates a lack of understanding. A grade of F indicates that the student did not meet any of the course requirements or objectives.

LIS 7000 is a core course for the MLIS degree at SLIS. All core courses must be completed with a B or higher grade (B- is not a satisfactory grade for this course). If you do not receive at least a B, you must repeat the course as soon as possible. You may repeat the course only once. Failure to pass the course with a B or higher will result in expulsion from the program. Remember that you must maintain a 3.0 average every semester in order to remain in good standing with the Graduate School.

3.1. Assignments

Grades will be based on:

Discussion forums	30%
Essays	30%
Critical Book Review/Analysis	40%
TOTAL	100%

3.2. Grading Scale

Grading scale:

99-100%	A+
93-98.99%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-

3.3. Policy on Incompletes

A grade of Incomplete (I) may be awarded at the discretion of the instructor when a student is not able to complete all of the course requirements before the end of the semester due to circumstances beyond the student's control. Students must request an Incomplete and provide adequate documentation to support the request.

In order to be eligible for an Incomplete, the student must have completed at least half of the work in the course and have a passing grade on that work.

Students who are not eligible for an Incomplete and are not able to complete the work before the end of the semester are advised to consider dropping the course. The final date for dropping courses can be found in the Academic Calendar.

4. Academic Misconduct/Plagiarism

Statement on Academic Misconduct: All work submitted for this course must be your own work. In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University's Policy for Academic Integrity and the LSU Student Code of Conduct. A copy of these documents may be found at: <http://www.lsu.edu/judicialaffairs> . As future librarians and information professionals, plagiarism in particular is not only academic misconduct, it is professional misconduct.

LSU Student Code of Conduct: The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: <http://students.lsu.edu/saa/students/code>. Any violations of the LSU student code will be duly reported to the Dean of Students.

Avoiding Plagiarism

5. Students with Disabilities

Information for Students with Disabilities: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and contact me at the beginning of the semester.

6. Center for Academic Success

Academic Success: The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (<https://www.lsu.edu/cas/index.php>). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management.

Communication Across the Curriculum (<http://cxc.lsu.edu>) assists students in developing the communication skills necessary for academic and professional success. CXC also offers online writing support to LSU students at <https://www.lsu.edu/academicaffairs/cxc/writing.php>

Finally, with respect to professional success, the LSU Olinde Career Center (<https://www.lsu.edu/careercenter/students/findajob/index.php>) can assist you with all aspects of the job search, from building a resume, writing a cover letter, and interviewing well to writing an effective thank you note, to ensure success in securing employment when you graduate from LSU.

7. Required Materials

Feather, John P. *The Information Society : A Study of Continuity and Change*, 6th ed. Facet, 2013. Available as an e-book through LSU Library (see link in Course Tools) and in PDF Storage. Also, available at <http://libezp.lib.lsu.edu/login?url=https://www.cambridge.org/core/books/information-society/B720D7FD2D78A90602D5D835F83D7676>

Robbins, Louise S. *The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library*. University of Oklahoma Press, 2001. ISBN-13: 978-0806133140

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. University of Chicago Press, 2018. 978-0-226-43057-7

8. General Instructions

Instructions, deadlines, etc. that apply unless stated otherwise in the assignment or forum

8.1. Discussion Forums

The textbook may NEVER be used for posts to the Discussion Forum.

Each of your original posts should be 150-300 words, or as long as necessary.

Do not use footnotes or include a bibliography. If you are referring to a course reading, simply refer to the author by name, "As so-and-so says..." The citations are known. If you are referring to a source that is not a course reading, you may give the citation in parenthesis (in-text citation) after your comment. Any page numbers to sources should be provided in parenthesis following the quotation or summary. Movies, television shows, video games, etc. can just be referred to by title. No further citation is necessary. Fiction can just be referred to by author and title. The specific edition isn't really relevant.

Unless stated otherwise in the forum, your original posts are worth a 15-20 points. Comments on others' posts are worth 3-5 points. The maximum for any week is 30 points.

Forums are open from Sunday at 6:00 a.m. to the following Monday at 6:00 a.m, so you have a full week plus one day. Posts made before or after that time will not receive credit.

To be eligible for full credit for your initial posts, you must respond to the discussion forum by 6:00 a.m. Thursday. Points possible drops by 10% on Friday, by 20% Saturday, and by 30% Sunday -- but you still get something, so post. Initial posts are graded on both content and timeliness. You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof.

Comments on the posts of others are due by 6:00 a.m. Monday with no reduction in points. Comments which say nothing more than some variation of "I agree" earn no points. A comment must add something original to the discussion in order to earn at least 1 point.

You can manage your forums (subscription, frequency & type of e-mails) through the list of Forums in Activities. You can also set preferences for all forums in all Moodle courses by following instructions at

<https://grok.lsu.edu/Article.aspx?articleid=18452>

8.2. Essays

You will write three 5-8 pages essays on topics of your choice as indicated in the instructions for each Essay Assignment.

File names should be YourLastName_Essay# (or Final)

Files may be submitted in .rtf, .wpd, .docx. Do not submit as PDF.

Follow your style manual for correct formatting of citations and the bibliography. Please use Notes-Bibliography style with footnotes and Ibid.

Remember that you must cite the source of your information, regardless of whether you quote, paraphrase or summarize.

All assignments must be double-spaced, in 12-point font, with 1-inch margins on all sides.

8.3. Critical Book Review/Analysis

This assignment will allow you to demonstrate your ability to apply the principles and concepts learned in this class to a social situation.

Analyze the book, *The Dismissal of Miss Ruth Brown : Civil Rights, Censorship, and the American Library* by Louise S. Robbins.

Identify and describe political issues related to the role of information in society as presented in the book.

Identify and describe legal issues related to the role of information in society as presented in the book.

Identify and describe social issues related to the role of information in society as presented in the book. Include a discussion of the various social groups presented in the work and their information needs. Identify and describe personal and professional ethical issues related to the role of information in society as presented in the book.

Include a discussion of the power dynamics of information creation, dissemination and consumption, with particular attention to issues of information access. In your conclusion (or elsewhere in the paper, as you choose), note similarities between then and now and draw parallels with issues today. You may also chose to note differences and how things have changed.

In all cases, give examples from the work itself. You should also refer to relevant readings from the class.

The final paper should be 8-10 pages, double-spaced, in 12-point type with 1-inch margins on all sides. Include your name and the title at the top of the first page or you may include a separate title page.

Use Turabian Notes-Bibliography style with footnotes and bibliography of works cited. You only need to include citations to direct quotes from the book. You do not need to include citations for paraphrases, summaries, or other non-specific references to the book. Of course, you do need full citations for references to the other class readings.

8.4. Submitting Assignments

File names should be YourLastName_Essay# (or Final)

Files may be submitted in .rtf, .wpd, .docx. Do not submit as PDF.

Follow your style manual for correct formatting of citations and the bibliography. Please use Notes-Bibliography style (footnotes preferred) and Ibid.

Remember that you must cite the source of your information, regardless of whether you quote, paraphrase or summarize.

All assignments must be double-spaced, in 12-point font, with 1-inch margins on all sides.

9. Library Research Tips

All links will open in a new window

Highlights of the LSU Libraries Website : LSU Libraries offers incredible resources. Some of the ones that you may find helpful in this class and other classes are highlighted here.

LIS 7000 Research Guide

Selecting the Right Databases for LIS

9.1. Searching

Basic and Advanced Searching

Tips for Better Searching

Using a Citation Index : A citation index allows you to find newer articles (and in some cases book chapters) which cite an earlier article.

9.2. Evaluating Resources

Evaluating resources, including how to identify scholarly sources and peer-reviewed articles.

9.3. Citations

[Understanding Citations](#)

[Finding an Article from Citation Information](#) : How to find an article when the link is not working or it's listed in a bibliography

[**Citation Resources and Style Manuals**](#)

[**Avoiding Plagiarism**](#)

[**Finding Related Articles**](#)

10. Schedule of Topics

This is a list of the topics in order. Check the course website for specific dates, assignment due dates, and holidays. We will typically have the entire week of Mardi Gras as a holiday, as well as Spring Break, both of which are movable.

WEEK 1 : Introduction; Defining "Information

WEEK 2: Part 1 : The Historical Dimension Or "Where Did We Come from and How Did We Get to Where We Are Today" : From Orality to Literacy

WEEK 3: Part 1 : The Historical Dimension : From Script to Print

WEEK 4: Part 1 : The Historical Dimension : Mass Media and New Technology

WEEK 5: Part 2 : The Economic Dimension : the Information Market-place

WEEK 6: Part 2 : The Economic Dimension : Access to Information

WEEK 7: Part 3 : The Political Dimension : Information Rich and Information Poor

WEEK 8: Part 3 : The Political Dimension : Information, the State and the Citizen : Intellectual Property

WEEK 9: Part 3 : The Political Dimension : Information, the State and the Citizen: Information Privacy

WEEK 10: Part 3 : The Political Dimension : Information, the State and the Citizen : Freedom of Information and Censorship

WEEK 11: Part 3 : The Political Dimension : Information, the State and the Citizen: Information & Cultural Heritage

WEEK 12: Part 4 : The Information Professions

WEEK 13: The Future of Information & Society