SYLLABUS

Site:	Welcome to LSU Moodle!
Course:	2020 Spring LIS 7405 for Suzanne Stauffer
Book:	SYLLABUS
Printed by:	Suzanne Stauffer
Date:	Tuesday, February 4, 2020, 12:45 PM

Table of contents

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: Role of the public library in past and present American society; its relationship to the social and political communities.

Course objectives: Upon completion of the course the student will:

1. Understand the history of the public library in the United States to the current day
2. Understand the major social and political issues that affected the development of the public library in the United States
3. Be able to discuss the role of the public library as a social and culture institution in America today
4. Be able to discuss the origin and development of public librarianship as a profession in the United States

Course Requirements: To achieve these objectives, students will be expected to:

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus. For a face-to-face class, this include attending all classes regularly and punctually, in accordance with SLIS policy.
2. Read assigned materials before class and come prepared to discuss them
3. Demonstrate an understanding of the role of the public library in past and present American society through successful completion of course assignments.

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.

3.1 Assignments

Grades will be based on:

Discussion Forums (10@50) Discussion Forum Rubric	500
Research Project Part 1 50 Part 2 50 Part 3 100 Part 4 150 Part 5 150	500
TOTAL	1000

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

Required Textbooks:

Wiegand, Wayne A. *Main Street Public Library : Community Places and Reading Spaces in the Rural Heartland, 1876-1956.* Univ. of Iowa Press, 2011. 978-160938-067-0 (pbk) Available as an e-book through LSU Middleton Library

Wiegand, Wayne A. *Part of our Lives: A People's History of the American Public Library.* Oxford Univ. Press, 2015. 978-0190660291 (pbk)

Institutions of Reading : The Social Life of Libraries in the United States. Ed. by Thomas Augst and Kenneth Carpenter. Univ. of Massachusetts Press, 2007. 978-1558495913 Available as an e-book through LSU Middleton Library

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

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

Unless stated otherwise in the forum, your original posts are worth a 17-25 points. Responses to others' posts are worth 10-12 points each. The maximum for any week is 50 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. Credit drops to 90%, then 80%, then 70% by 6:00 a.m. Monday -- but you still get something, so post. Initial posts are graded on both content and timeliness. Comments on the posts of others is based only on content. You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof. Posts which say nothing more than some variation of "I agree" earn no points. A post 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 Research Project Instructions

Write a critical analysis of the scholarly research on the history of a topic in American public library history that you would like to learn more about. This should be a topic we are studying this semester and must be scholarly research published in peer-reviewed journals and/or scholarly books.

If you have access to primary documents and would like to conduct original research, e-mail me with the details.

Part 1: Scope Statement (500-1000 words):

Brief background on your topic and why you think it is significant or interesting

Chronological limits (Colonial America? 19th century? Post-WWII?)

Geographical limits (U.S.? South? Louisiana?)

Part 2: Preliminary bibliography

Bibliography of scholarly, peer-reviewed articles on your topic that you think you may be using.

Part 3: Introduction, background and context

Introduction (1-2 pages): Revised and expanded Scope Statement

Background and Context (3-4 pages):

Relevant information on the time period and the geographical setting, including key individuals, dates and major events relevant to your topic.

Updated bibliography

Part 4: Body of the paper

Revised and corrected Introduction, Background and Context

Critical Analysis of the Research Literature, with appropriate headings and subheadings.

Brief conclusion

Complete bibliography of all sources cited

Part 5: Final paper with all corrections and revisions

8.3 Submitting Assignments

File names should be YourLastName_Part#

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 (endnotes preferred).

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.

Selecting the Right Databases for LIS

9.1 LIS 7405 Library Research Guide

https://guides.lib.lsu.edu/lis7405

To be used in addition to/in conjunction with the other links in this chapter. It contains 7405-specific information, including a list of selected e-books.

9.2 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.

9.3 Evaluating Resources

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

9.4 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