Instructor: Frank D’Andraia
Class Meets: Tuesdays, 4:15PM – 7:05PM
Office: 141A Draper
Classroom Location: HS106A
Phone: 518.442.5118
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Office Hours: Monday: 1:00PM – 5:00PM; Tuesday: 10:00AM – 3:00PM; Wednesday: 1:00PM – 5:00PM; Thursdays: 10:00AM – 3:00PM; or by Appointment. On occasion Internship site visitations may require scheduled office hours to vary.

Teaching Schedule: IST 601, The Information Environment on Tuesday and on Thursday - IST 614 (3860), Administration of Information Agencies, 4:15PM-7:05PM, HS106A.

For Whom Planned: This is a required course (no pre-requisites) for students enrolled in the master’s degree program in Information Studies.

Course Description: This course provides a theoretical background for students entering the information science professions. Through guest speakers, a variety of readings, class discussion, lectures, presentations, and writing assignments, students gain knowledge of the critical themes in the field, such as information seeking, users, environments, policies, and ethics.

Learning Outcomes/Objectives:

By the end of this survey course students should be able to accomplish the following:

- Identify the relationships and roles that information centers and professionals fulfill in society throughout history and into the future;
- Assess the various dimensions of the profession, including an understanding of the scope and dimensions of your area of interest/specialization and the requisite needs and requirements;
- Identify, assess, and use the major sources of information and literature pertaining to information science in class discussions, oral reports, and written assignments;
• Formulate personal judgments regarding the profession and develop some facility in expressing these judgments clearly and succinctly in class discussions and oral and written assignments;
• Discern current issues facing information professionals and express points of view on these challenges in class discussions, oral presentations, and written assignments;
• Develop capacities for research and critical thinking and gain experience in working in teams and in making informative presentations to peers;

Teaching Strategies: The course will be conducted in a lecture/discussion format which will require active class participation. Students make group presentations, write several short essays, and prepare a number of speaker summaries. Class sessions will involve discussion of the assigned readings and current issues in information studies. You owe it to your colleagues to come to class prepared to discuss assigned readings and to provide feedback on class reports.

Attendance Policy/Obligations/Expectations: Students are expected to come to class on time and remain for the entire class session. Students are expected to advise the instructor if there are any accommodations necessary due to disabilities. Absences of two (2) or more without prior permission or reasonable excuse will be considered excessive and will reduce your final grade by five (5) points. Students are to advise the instructor in advance when it is necessary to be absent from class. Class participation does not mean monopolizing class discussion, but being prepared as well as actively contributing to discussion in a reflective way.

Students are expected to adhere to the Community Rights and Responsibilities and to give proper credit in the presentation of ideas (Graduate Bulletin: http://www.albany.edu/grad/requirements_general_admissions.html#grading_graduate).

Cell phones: Please turn off your cell phone and pagers during class.

Examinations: There are no examinations.

Note Taking: You should take good notes of lectures and discussions. I do not make copies of my lecture notes available. My experience indicates that note taking dramatically increases your recall and keeps you more involved in class deliberations.

Assignment Format: All papers should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please. Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations preferred). Papers are due at the start of class. Papers submitted late will be marked down one letter grade.

Email Communications: The instructor will reply to student e-mail within 48 hours.

Recommended Web Sites
ALA  http://www.al.org/
ARL  http://www.arl.org/
ASIS&T  http://asis.org/
EDUCAUSE  http://www.educause.edu/
IFLA  http://www.ifla.org/
Libraries Unlimited  http://lu.com/index.cfm
MLA  http://www.mlanet.org/
Neil Schuman Publishers  http://www.neal-schuman.com
OCLC  http://www.oclc.org/global
SLA  http://www.sla.org/

Grading and Due Dates Summary:  Papers are due at the start of class. You are graded on weekly class participation and the completion of oral and written assignments (see outline) that have specific due dates and they are as follows:

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<thead>
<tr>
<th>Activity/Assignment</th>
<th>Weighting</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>-20%</td>
<td>Weekly</td>
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<tr>
<td>Speaker summaries, while not graded in themselves, will be used in determining the final assessment for the class participation component of the final grade.</td>
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- Assignments

1. Professional/Scholarly Publications Paper  -10%  February 7
2. Annotated Bibliography  -15%  February 14
3. Group Presentations (Associations)  -15%  February 21
4. Leaders in the Field  -10%  February 28
5. Group Presentations (Types of Libraries)  -15%  March 20 through May 1
6. Speaker Summaries  
7. Irrelevance Essay  -15%  April 3, 10, 17, and 24

Letter Grade  A  A-  B+  B  B-  C+  C  C-  D  E
Scale  95-100  90-94  86-89  83-85  79-82  75-78  71-74  68-70  60-67  0-59
Course Outline

January 24 (Week 1): Orientation
- Introductions
- Syllabus Review
- Other

January 31 (Week 2): Professional & Scholarly Publications
Reading Assignment:
---Review Cornell Annotated Bibliography Tutorial:
http://www.library.cornell.edu/resrch/citing/bibtut

February 7 (Week 3): Perceptions about the Field
- Due Today
  ---Assignment #1: Paper on Professional and Scholarly Publications
  ---Discussion on Professional & Scholarly Publications
- Reading Assignment:
  ---Rubin: Chapter 3, Section IV, pp 103-126

February 14 (Week 4): Professional Associations
- Due Today
  ---Assignment #2: Annotated Bibliography

February 21 (Week 5): Professional Associations
- Due Today:
  ---Assignment #3: Groups “a, b, c, d, e, and f”

February 28 (Week 6): History of Information Agencies
- Due Today:
  Assignment #4: Leaders in the Field
- Reading Assignment:
  ---Rubin: Chapter 2, pp 35-76

March 6 (Week 7): Types of Information Agencies
- Reading Assignment:
March 13 (Week 8) Classes Suspended

March 20 (Week 9): Redefining Information Agencies

- **Due Today**
  --- Assignment #5 Community Colleges (Group “a”)

- **Reading Assignment:**
  --- Rubin: Chapter 6, pp 225-270

March 27 (Week 10): Community Colleges

- **Due Today**
  --- Assignment #5 School Libraries (Group “b”)

- **Guest Speaker:** Lynne King, Director Schenectady Community College Library (Speaker and Date subject to change). Ms. King will speak on Community College Libraries.

- **Reading Assignment:**
  --- TBD

April 3 (Week 11): School Libraries

- **Due Today:**
  --- Assignment #6: King Summary
  --- Assignment #5 Public Libraries (Group “c”)

- **Guest Speaker:** Beth Davis, Librarian, Berne-Knox-Westerlo Middle/Senior High School Library (Speaker and Date subject to change). Her talk will be on the school libraries.

- **Reading Assignment:**
  --- TBD

April 10 (Week 12): Public Libraries

- **Due Today:**
  --- Assignment #6: Davis Summary
  --- Assignment #5: Academic Libraries (Group “d”)

- **Guest Speaker Dan Hubbs, Head of Adult Services, Saratoga Spring Public Library (Speaker and Date subject to change).** His focus will be on public library trends, issues, and opportunities.

- **Reading Assignment:**
  --- TBD

April 17 (Week 13): Academic Libraries

- **Due Today:**
  --- Assignment #6: Hubbs
  --- Assignment #7, Irrelevance Essay

- **Guest Speaker TBD (Speaker and Date subject to change).**

- **Reading Assignment:**
TBD

April 24 (Week 14): Economics of Information
- Due Today:
  --- Assignment #6, Speaker Summary
  --- Assignment #5: Special Libraries (Group “e”)
- Reading Assignment:
  --- Lester & Koehler: Chapter 9, pp 219-240

May 1 (Week 15): Values and Ethics
- Due Today:
  --- Assignment #5: Medical Libraries (Group “f”)
- Reading Assignment:
  --- Rubin: Chapter 10, pp 405-440 and Lester & Wallace, Chapter 13, pp 333-376

May 8 (Week 16): Managing Your Career and Wrap up

**Assignments**

Assignment #1, due February 7: Professional & Scholarly Publications Paper

The purpose of this assignment is to become familiar with professional and scholarly publications and encourage you to identify resources in an area of interest and/or specialization. **Be prepared discuss your publication in class.**

What is required: Prepare a three (3) page paper that is summary and analysis of your research. Choose a periodical listed in *Library Literature and Information Science* (Ref.Z666C211). Review several recent issues (print or online) of the periodical you select that were published since 2009. (NOTE: The UA Libraries do not subscribe to all the periodicals indexed in *Library Literature and Information Science*.) As you peruse various journal issues, observe the following: audience and focus; frequency of publication; make-up of the editorial board; publisher affiliation; and regarding articles, what types of articles appear (are they geared for academics or practitioners ---explain) and does each issue have a theme; and do you consider the periodical a scholarly journal (or not) and why.

Evaluation: Papers will be evaluated on the basis of content (clarity, organization, originality, ideas developed); composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); and the level of analysis.

Assignment #2, due February 14: Annotated Bibliography

Students are to find five (5) articles from professional or scholarly journals on perceptions about the profession. Articles selected must be three pages or more in length. Your bibliography should not exceed five (5) pages in length.
The purpose of this assignment is threefold: First, to allow student to become familiar with how the field is perceived; Second, to insure students become accustomed to using appropriate professional and scholarly publications; and Lastly, to develop and strengthen student intellectual and research skills and abilities. **Be prepared discuss your articles in class.**

**What is required:** Locate and record a variety of periodical citations that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that you find most meaningful and instructive.

In preparing your annotated bibliography remember to write a concise annotation that summarizes the central theme and scope of the article. Include one or more sentences that (a) identify the publication as scholarly or professional; (b) evaluate the authority or background of the author(s); (c) indicate if the publication applies peer review; (d) comment on the intended audience; (e) compare or contrast this work with another you have cited; or (f) explain how this work illuminates your bibliography topic.

**Evaluation:** Annotated bibliographies are evaluated on the basis of “required” elements outlined above and on clarity, organization, originality, ideas developed; composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); and the level of analysis, synthesis, and interpretation and succinctness.

**Assignment #3, due February 21:** Group Presentations (Associations)

The purpose of this assignment is to allow you to become familiar with a variety of professional associations in the information field.

The class shall be divided into groups; the exact number in a group depends upon the class size. Each Group is responsible for leading a ten to fifteen (10-15) minute discussion on a professional association. The group led discussions are scheduled, throughout the term on designated dates found in the syllabus. Groups, topics, and presentation dates are randomly selected.

**What is required:** Each group is responsible for how they use their allotted time. The following web site may be of assistance in planning an approach: presentationsoft.about.com/od/classrooms/tp/student_tips.htm

Each group presents on a single organization. The group is responsible for researching the topic and selecting content for presentation. Students are to use a variety of sources, such as the recommended text, books, on-line sources, and scholarly and professional journals.

Include in your presentation one or more of the following points: (1) History and focus of the organization; (2) Data on or about the association; (3) Significant accomplishments of the association; (4) Requirements for membership; (5) Membership opportunities, value, and benefits; and (6) Other pertinent information that may warrant attention (for example, does the organization have regional affiliates).
**Evaluation:** Every member of the team receives the same grade for the presentation. The team report is graded on the diversity and use of sources and professional literature; quality of the team’s thorough grasp and analysis of the issues; delivery (including clarity), creativity, originality, accuracy, and organization of ideas; and the level of thoughtful evaluation and reflection used in addressing the assignment and answering questions from peers.

Each team member is required to complete and return to the instructor a self evaluation form (distributed via e-mail). The self assessment form is part of the evaluation process.

**Assignment #4, due February 28: Leaders in the Field (Biographical) Paper**

The purpose of this assignment is to become acquainted with individuals who have had an impact on the development of the profession and to develop capacities for research and critical thinking.

**What is required:** Identify an important information professional and write a three (3) page essay that addresses the following: individual’s background; and lasting contribution(s) to the profession (at a minimum, three (3) citations from three (3) different sources). Be prepared to give a five minute executive summary of your paper in class with emphasis on the significance of the individual’s contributions to the profession, including why you selected the individual.

**Evaluation:** Papers are evaluated on the basis of content (clarity, organization, originality, ideas developed); use of appropriate sources, composition grammar, spelling, punctuation, and attribution); and the level of analysis.

**Assignment #5 due begin March 20 through May 1: Group Presentations (Types of Libraries)**

Depending on the size of the class there will be several team reports given on a variety of topics. Topics and timelines are assigned by the instructor. Approximately fifteen (15) minutes should be allotted to each report (remember to set aside time for asking or responding to questions and/or providing clarification). Possible formats include; lecture, power point, and/or poster session, etc. You are strongly encouraged to be creative on this project.

**What is required:** Depending upon your topic, your objective is to compare two information organizations and point out similarities and differences. Questions to be answered include the following: What are the organizations historical origins? What is unique about this type of information agency? What is different about the types of users and financial support it attracts and do these factors influence the programs, collections, and services. What are the problems most pressing or are most likely to be especially relevant in the future? When you present, identify distinguishing characteristics that set your organizations apart.

**Evaluation:** Every member of the team receives the same grade for the presentation. The team report is graded on the diversity and use of sources and professional literature; quality of the team’s thorough grasp and analysis of the issues; delivery (including clarity), creativity,
originality, accuracy, and organization of ideas; and the level of thoughtful evaluation and reflection used in addressing the assignment and answering questions from peers.

Each team member is required to complete and return to the instructor a self evaluation form (distributed during class) on the day they present. The self assessment form is part of the evaluation process.

**Assignments #6, due April 3, 12, 17, and 24: Speaker Summaries**

The purpose of these assignments is a practical exercise to hone your synthesis and thinking skills while enhancing your writing abilities.

**What is required:** You are to hand in a Speaker Summary for each guest lecturer. In preparing your summary use the following structure: Provide the main points presented by guest speakers; write a simple declarative sentence for each of the main points; add supporting or explanatory sentences as needed, avoiding unnecessary technical material and jargon. **Speaker summaries are limited to 2 pages.** Resist the temptation to pad. Do not include any biographical information about the speaker in your summary. **Summaries are due the week following the presentation.**

**Evaluation:** Summaries, while not graded in themselves, are used in determining the final assessment for the class participation component of the final grade.

**Assignment 7, due April 17: Irrelevance Essay**

The purposes of this assignment is formulating personal judgments regarding the profession and developing some facility in expressing these judgments clearly, succinctly, persuasively, and developing capacities for research and critical thinking. Your assignment is writing a paper that addresses the following: “Are libraries on the road to irrelevance?”

**What is required:** Your review/analysis is not to exceed five (5) pages in length. Please do not concentrate on relating what your sources said. Instead, concentrate on developing your reactions to the topic. At a minimum, you need six (6) citations from six (6) different sources). Analysis, synthesis, and interpretation should be stressed.

**Evaluation:** Papers will be evaluated on the basis of content (clarity, organization, originality, ideas developed); composition (use of appropriate sources, grammar, spelling, punctuation and attribution), persuasive argument, and the level of analysis.