Instructor: Frank D’Andraia                       Class Meets: Thursday, 4:15PM – 7:05PM
Office: 141A Draper                                     Classroom Location: HS 106A
Phone:  518.442.5118
Email:  fdandraia@albany.edu

Office Hours:  Tuesday, 8:00AM – 3:00PM; Wednesday, 8:00AM-6:00PM; Thursday, 8:00AM-3:00PM; and By Appointment

Teaching Schedule:  Tuesday, IST 601 Information Environment, 4:15-7:05PM, HS106A and Thursday, IST 614 Administration of Information Agencies, 4:15-7:05PM, HS106A

For Whom Planned:  The course is designed for students currently 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 discussion/presentation/lecture format which will require active class participation. Students make oral reports, write short essays, prepare annotated bibliographies, create summaries, discuss case studies, and organize presentations. Class sessions will involve discussion of the assigned readings and current issues in administration of information agencies. 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.

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.

Late Submission: Assignments submitted late will be marked down ten (10) points.

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

Recommended Texts: None

Assignments Format: Papers are due at the start of class. Papers submitted late will be marked down ten (10) points. Papers should be double-spaced, except where noted, (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 (Chicago Manual Style Preferred).

Readings (Assigned and Suggested): During class I may periodically ask students to make written observations about assigned or suggested reading assignments noted in the syllabus or
sent to the class via UA e-mail. Written observations about assigned or suggested readings written in class, while not graded in themselves, these notes are used to determine the final assessment for the class participation component of the final grade.

These readings are designed to get you into the literature. You are expected to delve further into the literature on various topics.

**Recommended Web Sites**
- ALA [http://www.ala.org/](http://www.ala.org/)
- EDUCAUSE [http://www.educause.edu/](http://www.educause.edu/)
- OCLC [http://www.oclc.org/global](http://www.oclc.org/global)

**Assignments Format:** Papers are due at the start of class. Papers submitted late will be marked down ten (10) points. Papers should be double-spaced, except where noted, (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 (Chicago Manual Style Preferred).

**Readings (Assigned and Suggested):** During class I may periodically ask students to make written observations about assigned or suggested reading assignments noted in the syllabus or sent to the class via UA e-mail. Written observations about assigned or suggested readings written in class, while not graded in themselves, these notes are used to determine the final assessment for the class participation component of the final grade.

These readings are designed to get you into the literature. You are expected to delve further into the literature on various topics.

**Grading and Due Dates Summary:** There is no final examination in this course. You are graded on weekly class participation and the completion of oral and written assignments that have specific due dates and they are as follows:

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Weighting</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

Speaker summaries, while not graded in themselves, will be used in determining the final assessment for the class participation component of the final grade.
• Assignments

1. Professional & Scholarly Journals........20%........February 19
2. Annotated Bibliography.........................20%........February 26
3. Professional Associations......................20%.........March 5
4. Citation/Quote (See class participation)........March 26/April 30
5. Value Essay........................................20%........April 23
6. Speaker Summaries (See class participation)......April 9; 16; & 23

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>95-100</td>
<td>90-94</td>
<td>86-89</td>
<td>83-85</td>
<td>79-82</td>
<td>75-78</td>
<td>71-74</td>
<td>68-70</td>
<td>60-67</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Course Outline

January 29 (Week 1): Orientation
• Introductions
• Syllabus Review
• Other

February 5 (Week 2): Information Environment and Your Career
• Readings:

February 12 (Week 3): Professional & Scholarly Publications and Citation Management
Reading Assignment:
---Review Cornell Annotated Bibliography Tutorial:
http://www.library.cornell.edu/resrch/citing/bibtut
and the Cornell Library page on Citation Management
http://www.library.cornell.edu/resrch/citmanage

February 19 (Week 4): Perceptions about the Field and Your Career
• 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 26 (Week 5): Setting Goals: First Professional Positions

- **Due Today**
  ---Assignment #2: Annotated Bibliography
- **Guest Speaker:** Deanna DiCarlo, Reference Services Librarian, Albany Public Library (Speaker and Date subject to change). Ms. DiCarlo is a recent UA MSIS graduate. Deanna, will talk about her new position at APL and on what skills have served her well. Also, you will have an opportunity to ask her questions about how she leveraged her time in the program to her advantage.
- **Reading Assignment:**
  ---Rubin: Chapter 2, pp 35-76

March 5 (Week 6): Professional Associations

- **Due Today:**
  -----Assignment #3: Professional Associations, Groups “A; B; and C”
  -----Assignment #6A: DiCalro
- **Guest Speaker:** Aimee Wooding and Benjamin Himmelfarb, MSIS Students and Information Studies Student Association (ISSA) Co-Presidents (Speakers and Date subject to change). Wooding and Himmelfarb will talk on opportunities to participate in various IST student organizations.
- **Reading Assignment:**
  ---Rubin: Chapter 5, Section IV, pp 173-224

March 12 (Week 7): Professional Associations

- **Due Today:**
  Assignment #3: Professional Associations, Groups “D; E; and F”
- **Reading Assignment:**
  ---Rubin: Chapter 5, Section IV, pp 173-224

March 19 (Week 8) Classes Suspended

March 26 (Week 9): Redefining Information Agencies

- **Due Today:**
  ---Assignment #4A: Citation/Quote

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

April 2 (Week 10): Redefining Information Agencies: Community Colleges
• **Due Today**

• **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 9 (Week 11): Redefining Information Agencies: School Libraries

• **Due Today:**
  ---Assignment #6B: King Summary

• **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 16 (Week 12): Redefining Information Agencies: Public Libraries

• **Due Today:**
  ---Assignment #6C: Davis Summary

  ---Guest Speaker Richard Naylor, Director, Colonie Public Library (*Speaker and Date subject to change*). His focus will be on public library trends, issues, and opportunities.

• **Reading Assignment:**
  ---TBD

April 23 (Week 13): Redefining Information Agencies: Academic Libraries

• **Due Today:**
  ---Assignment #6D: Naylor

  ---Assignment #5, Value Essay

• **Reading Assignment:**
  TBD

April 30 (Week 14): Ethics and Values

• **Due Today:**
  ---Assignment #4B: Citation/Quote

• **Reading Assignment:**
  ---Rubin: Chapter 10, pp 405-44- and Lester & Koehler: Chapter 13, pp 333-376

May 7 (Week 15) Wrap up

**Assignments**

Assignment #1, Professional & Scholarly Publications Paper: due February 19
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:**
1. Select a publication in the field of information technology.
2. Review a variety of past and current issues (print or online).
3. Who is the audience?
4. What is the focus?
5. What is the frequency of publication;
6. How long has the publication been published?
7. Has the publication undergone a name change(s)?
8. How would you characterize the composition of the editorial board?
9. Who is the publisher?
10. How would you describe the articles that appear?
11. Do issues contain more than articles?
12. Do you consider the periodical a scholarly journal (or not) and why.
13. Your paper may not exceed ten pages.

**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 and completeness of the required analysis.

**Assignment #2, Annotated Bibliography: due February 26**

Students are to find three (3) articles from professional or scholarly journals on perceptions about the information profession. Articles selected must be three pages or more in length. Your annotated bibliography should not exceed five (5) pages in length. Annotations may be singled space.

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.

**What is required:**
1. Select a topic
2. Consult scholarly or professional journals
3. Locate journal citations that may contain useful information and ideas on your topic;
4. Examine and review selections. Then choose those works that provide a variety of perspectives on your topic of choice;
5. Begin this assignment with a brief introductory paragraph that defines the focus of your selections;
6. Follow the Cornell guidelines and template (see below); and
7. Single space you citations and annotations.

As the Cornell Library guide on annotated bibliographies noted, “Write a concise annotation that summarizes the central theme and scope of the article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.”

**Evaluation:** Annotated bibliographies will be evaluated on the basis of content 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, as well as your ability to follow instructions.

**Be prepared discuss your annotations in class.**

**Assignment #3, Group Presentations on Associations: begin March 5**

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 fifteen to twenty (15-20) 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:**

1. 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
2. Include in your presentation one or more of the following points:
   a. Brief history and focus of the organization
   b. Data on or about the association
   c. Significant accomplishments of the association
   d. Requirements for membership
   e. Membership opportunities, value, and benefits
   f. Other pertinent information that may warrant attention (for example, does the organization have regional affiliates)
3. Provide the instructor with a bibliography of sources consulted

**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 #4A, Citation/Quote on Redefying Information Agencies: due March 26

Objective: The purpose of this assignment is to become familiar with current trends, to refine the role of information agencies.

Required: On March 26 you are to bring to class a citation for and a meaningful quote from an article that addresses redefining the role of an information agency. Be prepared to do the following:

1. Discuss your selection
2. Select a meaningful sentence or passage from the article and be prepared to share the specific sentence or idea and explain what you found significant about it.
3. Agree or disagree with the author
4. Relate your comments to the focus of the course.
5. Citations and quotes will be collected.
6. Citations and quotes should reflect use of a style manual. On the same sheet and preceding your citation and quote, include your name, the course and assignment number and date.

Evaluation: This specific assignment will not be graded, although your selection and verbal analysis will be used to assist in determining the final assessment for the class participation component of the final grade.

Assignment #4B, Citation/Quote on Ethics: due April 30

Objective: The purpose of this assignment is to become familiar with current trends, to refine the role of information agencies.

Required: On April 30 you are to bring to class a citation for and a meaningful quote from an article that addresses ethics and the information profession. Be prepared to do the following:

7. Discuss your selection
8. Select a meaningful sentence or passage from the article and be prepared to share the specific sentence or idea and explain what you found significant about it.
9. Agree or disagree with the author
10. Relate your comments to the focus of the course.
11. Citations and quotes will be collected.
12. Citations and quotes should reflect use of a style manual. On the same sheet and preceding your citation and quote, include your name, the course and assignment number and date.

Evaluation: This specific assignment will not be graded, although your selection and verbal analysis will be used to assist in determining the final assessment for the class participation component of the final grade.

Assignment 5, Value Essay: due April 23

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: “Why does a career in information have value?”

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.

Assignment #6A; 6B; 6C, and 6DSpeaker Summaries: due February 26, April 9; 16; & 23

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

What is required:
1. Students are to hand in a brief two page summary of each guest lecturer’s comments;
2. Resist the temptation to embellish, focus on the main points made by speakers;
3. Do not include any biographical information about the speaker in your summary;
4. Be critical in in your analyses of their remarks

Speaker analysis are due the week following the presentation.

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