COURSE DESCRIPTION AND LEARNING OUTCOMES

Supervised experience within library operations and/or the opportunity to solve a specific problem in a suitable library or other information agency. The goals of the course are to provide students an opportunity to:

- Gain hands-on, practical experience in a library setting/operation, with optional additional experience in solving a specific problem for that library.
- Expand their knowledge and skills appropriate for an entry level professional library position.
- Deepen understanding of practical and everyday issues in a library setting.
- Build a professional network for support and future employment.
- Clarify individual professional goals and strategies for development.

WORK REQUIREMENTS

The field study experience -- the major -- but not only -- component of LBSC 707 -- is at least 120 hours of professional-level experience at a library site approved by the instructor. The actual hours may exceed 120 hours with the agreement of the student, the field study supervisor, and the course instructor. However, hours over the 120 hour requirement do not affect the course grade. Students must find their own field study sites; if help is needed, talk to the instructor. The library site must be somewhere the student has not worked; course credit cannot be earned for additional work in the unit where the student is currently working or has previously worked. The supervisor must be a professional librarian or equivalent; the field study supervisor cannot be someone who is currently or was previously the student’s supervisor. The 120 hours should be scheduled between the student and the supervisor. Depending on the nature of the work and assigned tasks, the schedule may or may not be a regular fixed number of hours each week. The student is responsible for tracking hours and reporting them to the supervisor and the
instructor. Some work sites will require a standard time sheet or have other forms for the student to sign.

A completed Field Study Contract (form on the iSchool website) signed by the field study supervisor and the student must be submitted to the course instructor before the field study can officially begin. Hours may begin on September 2, 2014, and must be completed on or before December 12, 2014. Supervisor evaluations must be entered to the site by December 12, also.

Each student is required to attend and actively participate in the five class sessions as described in the class schedule.

INSTRUCTIONAL METHODS

The primary activities of this course are (1) working in a library setting under the supervision of a professional librarian (or equivalent), and (2) developing and deepening professional understandings and perspectives through readings, reflections and engagement with colleagues in class and online. The five class meetings will be used to set expectations, discuss assignments, evaluate progress, develop professional skills and perspectives, and share what everyone is learning. Class meetings and participation in the blogs require a high level of student participation to fulfill these expectations.

ELMS/CANVAS (http://elms.umd.edu) will be used for course materials, blogs, announcements, grades, and feedback. Students must log onto the website at least once a week to check for updates, announcements and to read and respond to the postings of fellow students.

It is recommended, though not required, that you keep your own journal during the field study, writing a few notes after each time you work. This will aid your own growth and will be helpful when writing your blog posts.

COMMUNICATING WITH THE INSTRUCTOR

I will respond to email within 36 hours, usually more quickly than that, except over the weekends. If you have an emergency that impacts class attendance, send email to me or call me on my office phone as soon as you can or leave a message at: 301-405-0619.

WEATHER PROBLEMS

We hope weather will not be a problem, but you never know! We will abide by campus closing decisions. If there is any doubt, check www.umd.edu for updates. As always, each student must make his or her personal decision to attend class if weather is a concern.

COURSE EVALUATION
iSchool faculty and staff want to make sure the field study is a valuable learning experience for MLS students. Student feedback is important, as we continue to refine and develop the course. You will have the opportunity (and responsibility!) to evaluate the field study experience, the course, and the instructor at the end of the semester through the three-part Graduate Outcomes Assessment process and through CourseEvalUM. The Graduate Outcomes Assessment Field Study Student Evaluation form is on the course website. You will receive instructions for this course evaluation later in the semester. The University will announce the deadline for CourseEvalUM later in the semester.

Suggestions and feedback throughout the semester are welcomed, especially for things that can be adjusted in time to be helpful to you. Suggestions and complaints lodged after the semester is over cannot be addressed in time for you and your classmates to benefit.

**ACADEMIC INTEGRITY AND OTHER UNIVERSITY POLICIES**

This course will abide by all University policies and procedures:

- [http://www.faculty.umd.edu/teach/attendance.html](http://www.faculty.umd.edu/teach/attendance.html), adherence to the Honor Code
- [http://www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html), accommodations for students with disabilities

Consult the "University of Maryland Code of Academic Integrity" for definitions of terms and explanation of how the process for reporting and adjudicating cases of suspected cheating or plagiarism are handled: [http://www.president.umd.edu/policies/docs/III-100A.doc](http://www.president.umd.edu/policies/docs/III-100A.doc) Pay special attention to the University of Maryland Code of Academic integrity, sec. 17: “The normal sanction for a graduate student shall be dismissal (suspension or expulsion) from the University.” Other sanctions are possible, including an XF (indicating failure in the course due to academic dishonesty) or suspension. A sanction of dismissal or suspension becomes part of the student’s permanent record. Please let me know if you have questions about any University policy.

**TECHNICAL HELP AND CONSULTATION**

If you have difficulty getting into ELMS/CANVAS, send email to elms@umd.edu. Tutorials are available on the ELMS site [http://elms.umd.edu](http://elms.umd.edu). Other IT support is available at 301-405-1500.

Your library subject specialists are

- Tahirah Akbar-Williams, McKeldin Library, takbarwi@umd.edu
- Daniel E. Feinberg, Priddy Library, 301-738-6027. dfeinber@umd.edu

**EXPECTATIONS OF FIELD STUDY STUDENTS**

A student who does not have a placement approved by me before the end the first week of classes will not be allowed to continue in the course. After agreeing to a schedule, assignments, and goals, students will arrive faithfully on time and stay on task to complete the work as efficiently and effectively as possible. Students must keep track of their hours and report them
to the supervisor and the instructor on a form supplied by the supervisor or on their own form. Students must observe the expectations for conduct as defined by the profession and the workplace. Students should ask questions as needed, communicate problems or issues, and follow an agreed schedule of reporting on progress to the supervisor. The cohort of students in each field study course also will meet as a class on the schedule below and must complete the additional assignments made by the instructor.

**EXPECTATIONS OF FIELD STUDY SUPERVISORS**

The field placement has a threefold aim of (1) supporting professional development, (2) assisting future information professionals in becoming familiar with programs and services within information organizations, and (3) opening the channels of communication between information specialists at different levels. By overseeing a field placement, supervisors are committing to professional service activities that will benefit the students, the organization, the information professions, and themselves.

Though each placement site and field study has its culture and approach, suggested supervisor responsibilities include:

- To meet regularly with their students (either face to face or virtually, depending on the nature of the placement).
- To maintain records of activities, discussions, or other activities of the placement.
- To assist the student in creating and articulating concrete objectives and activities related to the placement.

The supervisor should ensure that the agency is ready to receive the students, if possible, from day one, so time is not lost due to administrative hurdles. Administrative items that might require planning ahead include:

- The creation of organizational e-mail accounts.
- Network logins.
- Badges, ID cards, keys.
- Work space preparation (e.g., desk, work area, equipment).
- Explanation of placement site etiquette and codes (e.g., dress code, policies, and procedures).
- Background check completion, if necessary.
- Request certificate of insurance from student if required.

It is the responsibility of the student to communicate these expectations to their supervisor. If there are problems, please let the instructor know.

**CLASS MEETINGS / ASSIGNMENTS / SCHEDULE**
The schedule is subject to changes and additions; advance notice will always be given if the schedule must be changed. The scheduled class meetings will not be held if the campus is closed for any reason. In the case of a cancelled class session, check the ELMS course site as soon as possible for information about a make-up session.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Class topic / Assignments</th>
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<tbody>
<tr>
<td>January 28</td>
<td><strong>Class 1 – Introductions</strong></td>
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<td><strong>Agenda:</strong></td>
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<td></td>
<td>- Getting to know you</td>
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<td>- Overview of the course, course expectations, assignments</td>
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<td>- Special ethical considerations in this class</td>
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<td>- Best practices for an effective field study experience</td>
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<td>- The library and the new librarian</td>
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<td></td>
<td><strong>To prepare for class, read (also available through Research Port)</strong></td>
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<td></td>
<td><strong>Participation:</strong> 6 points</td>
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<tr>
<td>February 6</td>
<td>Blog 1 due: <strong>First Reflections</strong></td>
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<td>You have a good start into your field study. What aspect of your field study has surprised you during these first weeks? What did you least expect? How do you feel about this “surprise?” Write two to three paragraphs. 8 points</td>
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<td>February 20</td>
<td>Blog 2 due: <strong>Theory into Practice</strong></td>
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<td>How are you using knowledge and skills gained from your MLS coursework in your field study work? Relate an instance in which you applied such knowledge or skills to a task in your field study. Be specific about the knowledge or skill and how it is applied in your field study. If this is not the case, what courses / subjects you might have studied for better preparation. Write two to three paragraphs for this blog. 8 points</td>
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<tr>
<td>February 24</td>
<td>Comment on your classmates’ posts. 6 points</td>
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<tr>
<td>February 25</td>
<td><strong>Class 2 – Analyzing the Organization</strong></td>
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<td><strong>Agenda</strong></td>
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<td>- What’s happening in your field study—3 minute update</td>
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<td>- Organizational culture – what have you learned about the work environment in your first month that you wish you had known before you began?</td>
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</table>
Follow the money – funding streams and expenses in information institutions

To prepare for class, look at the following – especially the sections on new librarians:


- Martin, Jason (2006). That’s the way we do things around here. Electronic Journal of Academic and Special Librarianship, 7 (1). http://southernlibrarianship.icaap.org/content/v07n01/martin_m01.htm

- Developing the Library Budget (excerpt cited from the Wisconsin Department of Public Instruction’s Trustee Essentials guide) 2012 http://www.webjunction.org/documents/webjunction/Developing_the_Library_Budget.html

Participation: 6 points

March 6
Blog 3 due:
Your Organization
For this entry, there are two parts: ‘s

1. Find (or make a basic) organizational chart for your institution and describe where your office and / or your supervisor fits in. Reflect on his / her role within the organization. Does the chart reflect how authority operates, according to your observations? Where is their attention focused?

2. Find out how resources (primarily funding) flow into and out of your unit, and reflect on how that shows the priority of the organization, how your unit’s accomplishments contributes to those goals.

Your post should be one paragraph to describe and one paragraph to reflect for both sections. Attach the chart showing positions (not names). 10 points

March 13
Comment on your classmates’ postings from blog 3. 6 points

March 16-20
Spring break!

March 25
Class 3 – Reflective Practice and Mentoring
Agenda

- What's happening in your field study—3 minute update
- Discussion of the poster assignment
- Professional development – reflective practice & writing
- You find a job—then what? Mentoring, professional writing, other professional development

To prepare for class, look at (find most under Files on ELMS site):

**March 27**

Blog 4 due:
Reflect on an event at your workplace
Practice reflective writing as a learning technique. Select an event or incident during your field study and write about it using the suggestions in the article by Margaret Forrest above and others. Describe the event, reflect on your actions and reactions, and pose a possible alternative should this type of event happen again.
Write two to three paragraph. 8 points
Comment on your classmates' postings from October 24 to November 7. 4 points

**April 1**

Comment on your classmates' postings from blog 4. 6 points

**April 7**

Blog 5 due:
Taking stock
You have one month to go! Your field study is entering its final stages, and you are no longer a newcomer at your site. Do you see differences in the perceptions, expectations, and treatment of you over time? Describe these differences, if any, and their impact on you. Use examples to illustrate the points that you make. Are you accomplishing the goals that you set out as the class began? If not, why? What is going really well? What is not working out as you wish that it had? Is there anything you would like to adjust in the last month?
Write two to three paragraphs. 8 points

**April 8**

Class 4 – Communication in the Workplace: Professional writing Agenda
- What's happening in your field study—3 minute update
- Update on poster show
- Communication in your organization

To prepare for class, look at (find under *Files* on ELMS site):

### Participation:

- 6 points

### April 13
Comment on your classmates’ postings from blog 5. 6 points

### April 22
Blog 6 due:
Write a memo
This post is a *professional memo* to your supervisor, following these requirements:
What problem or type of problem occurs most frequently at your field study site? Why does this problem reoccur? What is your suggestion for a solution?
Assume that your supervisor asked you to do these things: (1) describe and analyze the problem, (2) identify two possible but alternative solutions, and (3) recommend one solution as a course of action, giving the basis for your recommendation(s).

The website of Purdue OWL (Online Writing Lab) is an excellent online writing resource. Read through the sections on Professional, Technical Writing **before** beginning this assignment. Information about writing a memo can be found at [http://owl.english.purdue.edu/owl/section/4/16/](http://owl.english.purdue.edu/owl/section/4/16/). Mark up the text of your memo to clearly show the segments of a memo as outlined on the Purdue site – Heading, Opening, Context, etc. Of course, you would never do this in the workplace, but do it in this exercise as practice for you and a reading guide for me.

Write no more than two pages, single-spaced, including the correct beginning format. 20 points

### April 27
Comment on your classmates’ memos (blog 6). 6 points

### April 29
Class 5 – Professional speaking
**Agenda**
- What's happening in your field study—3 minute update
- Oral communication in the workplace

To prepare for class, look at:


Participation: 6 points

**April 30**

Blog 7 due:
Your ‘elevator’ speech!
In preparation for the poster show, prepare an 'elevator' speech that takes between 60 and 90 seconds, practice it with a colleague at your workplace. Describe your speech, report on the response from your co-worker, and how you improved it to deliver at the poster show.
*Add your text as an attachment after class* (in case classmates offer more feedback).
15 points

**May 8**

**Your supervisor’s evaluations are due!**

**May 11**

Experiential Learning Expo (Paper Show)
Atrium & Prince George’s Room
Stamp Union
30 points

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**ASSIGNMENTS**

**Field Work: Field Study Blogs**

*Due as scheduled* 70 points (8 to 20 points each)

Blogs stimulate deeper thinking and give us an ongoing look at each other’s experiences. There are seven blogs; the entry for each blog (~ 400 - 500 words) is guided by specific questions or topics and, for some entries, requirements for style or format. See above for due dates, topics, and requirements.

For every blog post, the quality of the writing will be assessed along with the content. Do not go significantly under or over the suggested length. Edit and check for grammar, readability, and spelling. Use, but do not rely entirely on automatic spellchecking! Assignments that do not meet the specifications will be returned without a grade. Two entries, Blogs 3 and 6, are worth more points, due to the work required. (You may do those blogs ahead of schedule, if you like, but if so, please post to the correct number! They will not be graded before the due date.)
Use your surname and a brief name of your field study site as the title of your blog entry; for example, “Jones / Smithsonian” or “Smith / National Geographic.” The due date is the final day for posting to any blog; feel free to post anytime within the week ending on the due date.

Check the blogs regularly for contributions from other students and comment on or ask questions about their experiences – particularly as their experience relates to yours. You are expected to comment regularly.

It is very important to note that blog postings are confidential to the class. Please respect the privacy and confidentiality of all comments.

**Professional Skills: Poster with Oral Presentation**  
*December 10*  
30 points

A poster session with a number of poster presentations is a forum for sharing research or information with colleagues. Poster sessions are a popular part of professional conferences because they allow more people to share their information, broaden the scope of the conference content, to provide a way for presenters to receive feedback from colleagues and report on work that is still in progress in many cases. They are lively and interactive as compared to more traditional paper sessions and panels. A poster presentation is an excellent way for someone new to presenting to gain experience talking about their work and for a newcomer to widen his or her network – always have your business cards with you! ALA has a very large poster session at its annual conference, and most other professional organizations have poster sessions, also.

We will hold a professional-style poster session on Wednesday, December 10, 2014, 4:30 – 6:00 pm, in Hornbake Library (TBD). Please invite your supervisor and co-workers to the poster session now. We will send a formal invitation later, but ask your supervisor to put the event on his or her calendar as soon as possible. Additional information about the poster assignment will be distributed later, and the assignment will be discussed in class.

The iSchool Experiential Learning Expo is an opportunity for you to practice presenting in a large poster session. The Expo is an important information-sharing event through which fellow students, faculty, and professional librarians learn about your work as you practice a professional presentation. Students from all the iSchool programs do a Field Study and present together at the Expo.

**Field Work: Supervisor’s Evaluation**  
*Due December 12*  
50 points

Your performance at the field study site will be evaluated by your field study supervisor. Your instructor will receive an email with instructions about accessing and submitting the form online. The supervisor’s evaluation form is in the Files section of the CANVAS course site for your information. Please impress on your supervisor the time constraint for this grade!

**Career Development: Class contributions**  
*Every class meeting*  
30 points (6 each)

In class sessions we will hear short oral updates (3 minutes) on the field study experiences and explore topics related to a career as an information professional. There is preparation for each
class. Considering the size of the class, half of the students will be able to share each session. If you are not presenting, you will only get points by responding to your colleagues and taking part in the discussions of the readings. Prepare carefully, do the reading and come to class ready to contribute your experiences, observations and insights to a lively class discussion.

**Career Development: Blog for Your Colleagues**

*Blogs 2-6*  
**20 points (4 each)**

The instructor never has the same perspective as your colleagues in the class, so you are requested to react to your fellow students’ posts and continue the discussion. You are also invited to contribute files with good articles or links to good job resources onto the ELMS site. We learn from each other.

**GENERAL INFORMATION ABOUT ASSIGNMENTS**

*Please do not begin assignments until we discuss them in class. Guidelines are on the ELMS site, but will be expanded on the first night of class and in later class sessions.* All assignments are due no later than the established due date. I will grant extensions only if the request is discussed with me in advance and there is a legitimate reason for extension.

*You must complete every assignment.* The maximum number of points for all assignments throughout the semester is 200. The final course grade will be based on your total, as follows:

- 180 – 200 pts.  A
- 170 – 179 pts.  A-
- 160 – 169 pts.  B+
- 140 – 159 pts.  B
- 130 – 139 pts.  B-
- 120 – 129 pts.  C
- 120 pts.  Fail