Course Title: Field Study in Library Services
LBSC 707, Section 0101, Spring 2014
Meeting Dates: January 28, March 11, April 29; 2:00pm – 4:45pm; HNBK 4115

Instructor: Dr. Mary Edsall Choquette
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Office Hours: By appointment
Office Telephone: 301.405.2047
Email: mechoque@umd.edu

Course Description: This course provides students with an opportunity, through a supervised project, to understand the application of library and information science principles and techniques, first-hand in an institutional setting. The focus is on a well-defined field project that constitutes a learning experience and also permits the student to contribute to the ongoing work of the host institution. Each student will select a project site and work with the site mentor and the instructor [as needed] to define the nature and scope of the specific project. The project should be designed to take approximately 120 hours, which may be completed in any time combination through the semester. The project must address one or more aspects of library work-information management. A project that addresses several aspects is acceptable, but is not the only option. Students may have the opportunity to explore, within the site setting, ways in which the institution is using technology to carry out its mission. Both the site mentor and the instructor must approve all site projects.

Student Learning Outcomes: This course aims to provide students an opportunity to:
- Gain hands-on, practical experience in a library setting/institution, with optional additional experience in solving a specific problem for that institution.
- Expand their knowledge and skills appropriate for an entry-level professional position.
- Develop a better understanding of practical and everyday issues in a library setting.
- Begin to build a professional network for support and future employment.
- Clarify individual professional goals and strategies for development.

Textbook & Course Materials: There is no required textbook; readings as assigned only.

Instructional Methods: The primary activities of this course are (1) working in a library or other information setting under the supervision of a library or information management professional and (2) preparing for the launch of a successful and satisfying professional career.
Locations:
The list of potential fieldwork sites, based on institutions where students have worked in the past, is available at: [http://www.ischool.umd.edu](http://www.ischool.umd.edu). The path is: MLS, field study (with information on LBSC 703, 707, 744). A specific site may or may not have an appropriate project for the given semester, so students are encouraged to contact the name on the site list to inquire. Students also can suggest a site of their own choosing, although instructor approval will be necessary.

A completed “Field Study Contract,” found on the course ELMS site under Files, and on the iSchool website signed by the field study supervisor/mentor and the student must be submitted to the instructor before the field study can officially begin. Students may initiate their projects prior to the official beginning of the semester, provided approval has been secured from the site mentor and the instructor. It is best that no more than 60 hours are completed prior to the beginning of the semester.

Projects should be selected and approved no later than **Friday, January 30**. Students should provide the instructor with the site mentor’s name, address, telephone number, e-mail, the nature of the project, and the student’s anticipated schedule for the semester on the “Individual Field Student Information Sheet,” found under Files on the ELMS site for this course.

An Evaluation form to be completed by the field study supervisor/mentor, the student, and the instructor is provided on the course ELMS site under Files. The instructor shall send the form to the field study supervisor/mentor, who will send this form directly to the instructor. Students are to send the completed form directly to the instructor as well.

**Grading:** Students will be evaluated on the basis of:
- Group Mediography Project 10%
- Semester Field Project 60%
- Professional Portfolio 30%

The actual grade you receive will be based on the University’s grading policy.

**Grading Scale**

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<tr>
<th>Weighted Average</th>
<th>Letter Grade</th>
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<tr>
<td>97.0 and above</td>
<td>A+</td>
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<tr>
<td>93.0-96.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
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<tr>
<td>83.0-86.9</td>
<td>B</td>
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<tr>
<td>80.0-82.9</td>
<td>B-</td>
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<tr>
<td>77.0-79.9</td>
<td>C+</td>
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<tr>
<td>73.0-76.9</td>
<td>C</td>
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<tr>
<td>70.0-72.9</td>
<td>C-</td>
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<td>67.0-69.9</td>
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<td>Below 60.0</td>
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Assignments:
General Information About Assignments: For every written assignment:

- Identify the document with your name, date, and title, in the upper left-hand corner as a header. If you do not know how to insert a header in a Word document, ask for help.
- Put page numbers in the bottom margin

- Unless otherwise specified, a “page” is defined as (1) 8½” x 11” paper, 12 point font or equivalent, single-spaced with double spaces between paragraphs, 1-inch margin on all sides, OR (2) 500 words. The quality of the writing will be assessed along with the content. Edit and check for grammar, readability, and spelling (Do not rely entirely on automatic spellchecking!). Please do not begin assignments before they are discussed in class or on the ELMS site. If you do, you may find yourself wasting time by going in the wrong direction. All assignments are due no later than the established due date. I will grant a request for extension only if the request is discussed with me in advance, and I am satisfied that there is a legitimate reason for being late.

Assignment 1: Group Mediography Project (10 %)
As a class, students will prepare a mediography, an annotated list of information sources in any media format and/or delivery mode on the topic of “service learning.” This topic may include sources on field study, internships, mentoring programs, and professional preparation through service within the library and information science profession. The focus will be determined by the group.

Each student will:
- Locate one (1) source on the topic
- Draft an annotation to include with the citation

Using a shared document such as EtherPad or Google Docs, the class as a group will:
- Organize the sources according to the APA style for an annotated bibliography
- Collectively draft an introduction to the mediography to include in the product

Students are encouraged to search for and locate information in all types of media: articles, books, DVDs, blog posts, listservs and other online forums, social media items, etc., that pertain specifically to the focused topic. Students are encouraged to find new and previously unused sources that shed new light on the topic and encapsulate the focus of the mediography as explained in the introduction. The product will be submitted to the instructor to post on the ELMS site.

Due Date: Friday, February 14, 2014
Assignment 2: Professional Portfolio (30%)
So that students have an opportunity to clarify their individual professional goals and strategies for meeting those goals, it is necessary to have a solid sense of self as related to the professional field. To demonstrate that self-awareness and demonstrate how to express professional career qualifications and goals as an emerging library professional in the job market, students will prepare a written professional portfolio.

The portfolio will include:
- A professional resume
- A cover letter directed towards a real existing desired professional position
- A written statement of the emerging professional’s philosophy on professional practice, research and/or continued education, and service to the library profession

Before developing the portfolio, students will locate a real job posting that they are interested in applying for and for which they are qualified, and submit this to the instructor. The ELMS product “ePortfolio,” which is available under each student’s “settings” on the ELMS course site will be used for this assignment. An online portfolio preparation product allows the student to complete the assignment and also continue to update and use the portfolio beyond this course. The student can submit parts of the portfolio for instructor review as parts are completed and will submit the portfolio as a whole to the instructor when complete, for a comprehensive review by the instructor.

Due Date: Friday, March 28, 2014

Assignment 3: Reflective Written Report (part of Semester Field Project grade)
Each student will submit a project report of approximately 8-10 pages that includes:
1. A full description of the project, the work conducted, and the results, products, and outcomes.
2. An assessment of how well this project met your learning objectives.
3. An assessment of the institution’s strategic plan including whether that plan is evident in the projects and daily activities of the staff.
4. An assessment of the institution’s collection development policy, if any.
5. An assessment of whether the institution appears to have adequate staff and funding to accomplish its goals [articulated in a strategic plan, or a mission statement, or otherwise evident]. If the institution has been affected by the current economic conditions how have they adjusted?
6. An assessment of whether the institution maintains adequate resources to carry out its work. The resources can include supplies, equipment, and relevant library or topical reference literature.
7. An assessment of whether the institution’s staff members are involved in professional activities outside the unit and whether those activities are encouraged and/or funded.
8. Qualitative reflection on the experience as a whole.
9. Attachments including any work products resulting from the fieldwork.

Due Date: Tuesday, May 13, 2014 (or before) submitted via email.
Assignment 4: Experiential Expo Poster Session (part of Semester Field Project grade)
An important professional responsibility is sharing knowledge that you have gained with colleagues. The poster session has become an important information-sharing technique. Your poster presentation can be on any aspect of your field study experience. All of the posters will be displayed in a public poster session, “Field Study Experiential Expo,” developed by the iSchool. Display Date: TBA.

Instructions: The poster should address an issue or trend discovered through your Field Study experience, or it can represent the entirety of this experience. This poster project could be a starting point for a fully developed paper that could be expanded and eventually submitted for conference presentation or publication. Students will develop the poster product in the form used in professional association conference presentation. A poster template to be used will be provided on the ELMS site under Files.

Due Date: TBA

Syllabus Change Policy:
This syllabus is a guide for the course and is subject to change with advance notice.

Academic Integrity:
What is academic dishonesty?
Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. All members of the University Community - students, faculty, and staff - share the responsibility to challenge and make known acts of apparent academic dishonesty.

Students have a responsibility to familiarize themselves with violations of the Code of Academic Integrity. Among these include:
Cheating
"Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise."

Fabrication
"Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."

Facilitating Academic Dishonesty
"Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."

Plagiarism
"Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise."
For further clarification or information on the Code of Academic Integrity:
http://www.studenthonorcouncil.umd.edu/code.html

Students with Disabilities:
The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus' Disability Support Services Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If a student or instructor believes that the student may have a disability, they should consult with DSS (4-7682, email Dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

Extensions:
Late submissions of written assignments [including the final report] will carry a penalty unless prior arrangements are made with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties.

Emergency Preparedness:
http://www.umd.edu/emergencypreparedness/

CourseEvalUM:

Brief Project Overview
Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. The University Senate approved the implementation of a standard, online, University-wide course evaluation instrument. Each course evaluation contains a set of universal questions, and some are supplemented by questions from specific colleges. Across the University, course evaluations are being administered through a web-based system dubbed CourseEvalUM. Students who leave no "Pending" evaluations in their Evaluation Dashboard each semester can view the aggregate results of a sub-set of universal items online.

Across the University, course evaluations are being administered through a web-based system dubbed CourseEvalUM. All information submitted to the Evaluation System is confidential. Instructors and academic administrators can only view summarized evaluation results after final grades have been submitted. Instructors and academic administrators cannot identify which submissions belong to which students. This standardized set of evaluation results provides the University with useful information on teaching and student learning across the campus.

For additional info see Student Fast Facts at:
https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml