Learning Outcomes

LBSC 707: Field Study in Information Service is a required component of the MLIS program designed for students to gain practical work experience and develop professional skills. In this course, students will complete a 120-hour supervised internship / field study experience, participate in an online class community, and complete a final project of your choosing.

This course provides students an opportunity to:

- Gain practical experience in a library setting, with optional additional experience in solving a specific problem for that library.
- Expand knowledge and skills appropriate for an entry-level professional library 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.

Prerequisite: LBSC602, LBSC671, and LBSC631; and must have completed an additional 9 credits. Or permission of instructor.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record](http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record) for the Graduate School’s full list of academic policies and follow up with me if you have questions.

Policies & Expectations for Students

Materials: You will need to access a device with a reliable internet connection and the capability to record video (desktop, laptop, tablet, phone, etc). You are not required to purchase any textbooks for this course. All readings are available electronically as open access resources or through UMD Libraries. Please contact me if you have any questions or concerns about the materials requirements.

Participation: You are expected to complete all required assignments by the assigned due-date.

Suzy Wilson
she/her

- wilsonsc@umd.edu
- Office location: McKeldin 4237 / McKeldin 4100A (link to floorplan)
- Office phone: (301) 405-9098

Class Meets
Online through ELMS, class meets asynchronously.

Office Hours
Tuesdays 5:00 - 6:00 pm and by appointment.
- Virtual: Via Google Hangouts
- In-person: McKeldin 4237
**Attendance:** This online class is asynchronous. There is no scheduled class time, you are free to complete the coursework on your own schedule, provided you turn in your work on-time.

**Classroom Environment:** Our classroom environment will be respectful and collegial. I ascribe to the bell hooks’ school of learning and believe that, “as a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” Please provide thoughtful and constructive comments in discussion boards. Any use of language or rhetoric that marginalizes or threatens individuals or groups is unacceptable and will not be tolerated.

**Written Work:** All written work should be proofread before you submit it. Written assignments can be double or single spaced and should use 11-12pt font and 1-1.25 inch margins. You may use whichever font you prefer, provided it is legible and professional. If applicable, I recommend that you use APA Style for in-text citations and reference lists, however, you may use any citation style, provided that it is consistent. See OWL at Purdue for help with APA formatting: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Submitting Course Work:** Assignments are due (officially) at 11:59pm on the indicated due date through ELMS. I will download submissions from ELMS the morning after the due date. There is a 1-day grace period for late assignments. Without an approved extension, I will deduct 1 point (1% of final grade) for assignments later than 1 day.

**Emergency Preparedness:** Please see the University’s Emergency Preparedness Website for current issues affecting campus: [http://prepare.umd.edu/](http://prepare.umd.edu/)

**Get Some Help!**

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it, especially in regards to writing. Everyone can benefit from some expert guidance, so I encourage you to visit [https://go.umd.edu/graduatewriting](https://go.umd.edu/graduatewriting) and schedule an online or in-person appointment with a graduate writing fellow. The Counseling Center is available to all students, if you just need someone to talk to: [http://www.counseling.umd.edu](http://www.counseling.umd.edu).

As a graduate student, you have already paid for access to all of these services. If you are unsure of the right office to contact, please reach out, I will be glad to put you in touch with the appropriate campus services.

**Names/Pronouns and Self Identifications**

The University of Maryland recognizes the importance of a diverse student body and committed to fostering equitable classroom environments. I invite you, if you wish, to tell me how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more. In written coursework and/or discussion posts, you are welcome to use they/their or other pronouns of your choosing as a replacement for he/she or him/her.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.
Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Video</td>
<td>September 1</td>
<td>5%</td>
</tr>
<tr>
<td>Introductory Video Responses</td>
<td>September 8</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log 1</td>
<td>September 15</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 1</td>
<td>September 22</td>
<td>4%</td>
</tr>
<tr>
<td>Final Project Selection</td>
<td>October 6</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log 2</td>
<td>October 6</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 2</td>
<td>October 13</td>
<td>4%</td>
</tr>
<tr>
<td>Mid-Term Evaluation</td>
<td>October 13</td>
<td>0%</td>
</tr>
<tr>
<td>Video Log 3</td>
<td>October 27</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 3</td>
<td>November 3</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log 4</td>
<td>November 17</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 4</td>
<td>November 24</td>
<td>4%</td>
</tr>
<tr>
<td>Field Study Supervisor &amp; Student Evaluations</td>
<td>December 9</td>
<td>35%</td>
</tr>
<tr>
<td>Final Project</td>
<td>December 11</td>
<td>20%</td>
</tr>
</tbody>
</table>

A+: 97-100; A: 93-96; A-: 90-92.
B+: 87-89; B: 83-86; B-: 80-82.
C+: 77-79; C: 73-76; C-: 70-72.
D+: 67-69; D: 63-66; D-: 60-62; F: 0-59.

- A+: The submission far exceeded expectations in thoroughness, thoughtfulness and writing quality.
- A- or A: The submission exceeded expectations in thoroughness, thoughtfulness and/or writing quality.
- B+: The submission met expectations in thoroughness, thoughtfulness and/or writing quality.
- B- or B: The submission was generally complete, but was lacking some degree of thoroughness, thoughtfulness and/or writing quality.
- C-, C or C+: The submission was 50-80% complete, but showed some thoughtfulness and has adequate writing quality.
- D-, D or D+: The submission was 50-80% complete, but showed minimal thoughtfulness and unsatisfactory writing quality.
- F: Less than half of the assignment was completed.

Assignments

This course will be completed in 4 modules and each of you will be assigned to a group. You will only be responsible for responding to your groupmates video logs, although you are welcome and encouraged to view other’s video logs.

Introductory Video (Due Date: Sept. 1)
Record a 3-5 minute video introducing yourself to your classmates. Please include your name, year in the program, a couple of interesting facts about yourself, your future career goals, where you are doing your field study and a little bit about what you will be doing there. Include either in the title of your post or a separate comment your preferred name, pronouns, and where you are doing your field study, so your classmates can sort through quickly.

Upload a transcript or include captions in your video. You can either write a script prior to recording your video or utilize an automated captioning software. Resources on free options are available in ELMS. This is a good faith effort, I will not be grading your transcripts / captions. I expect a reasonable degree of accuracy, but I understand that this is time consuming and I do not expect them to be 100% perfect.

Introductory Video Responses (Due Date: Sept. 8)
Write a brief response (100-200 words) to your group members Introductory Videos.

Video Logs (Due Dates: Sept. 15, Oct. 6, Oct. 27, Nov. 17)
On the second week of each module, record a 4-6 minute video giving a brief update on your field study plan and a brief reflection on that week’s readings. Prompts will be listed on ELMS. Include either in the title of your post or a separate comment your preferred name, pronouns, and where you are doing your field study, so your classmates can sort through quickly.

Video Log Responses (Due Dates: Sept. 22, Oct. 13, Nov. 3, Nov. 24)
On the third week of each module, write a response to your assigned groupmates’ Video Logs for that module. Responses should be around 200 words.

Final Deliverable Selection (Due Date: October 6)
Complete the survey on ELMS to make your Final Deliverable Selection. To make your choice, please reference the information on each of the deliverable options available on the Additional Resources page on the ELMS site.

Mid-Term Evaluation (Due Date: October 13)
I want to hear your feedback on our course experience. Please complete the brief survey posted in ELMS. Thank you in advance for your participation. This assignment is non-graded and anonymous.

Final Deliverable
In an effort to make this experience as relevant as possible to your future career, you have the choice of three options for your final deliverable. More details and rubrics for each option are available on ELMS. Your selection of Final Deliverable is due October 6 on ELMS.

- Poster Presentation (Due Date: December 11)
  - Create a professional poster for presentation at a poster session of your choosing or a poster for the iSchool Symposium (Spring 2020).
  - Choose Your Own Poster Presentation
    - Identify a conference poster session that you would like to present at. Develop a poster topic based on your interests, experience, and the goals of the conference. Locate the call for proposals and complete the proposal, drawing from research and experience. Be sure to respond to any parameters required in the call for submissions. You can submit the poster proposal ahead of the poster, if you would like feedback.
    - Design a visually an informative and visually appealing poster drawing from your proposal. Provide a copy of your poster in PDF format.
- This can be a proposal / poster that you plan on pursuing or this can just be practice. Past calls for proposals are posted on the ELMS site. You may use these for your assignment, if you wish.
- Poster template and formatting resources will be available on ELMS.
- Tips on upcoming conferences are posted on ELMS

  - **Poster for iSchool Symposium**
    - Design a visually an informative and visually appealing poster. Your poster will summarize your field study experience, include at least one visual (image, infographic, chart, etc.), and detail at least three skills developed (or strengthened) during your field study. Provide a copy of your poster in PDF format.
    - Provide a 1-page essay including details about the poster session you are designing for and reflecting on your process creating the poster.
    - The call for proposals for the 2019 iSchool Symposium is available on ELMS.
    - Poster template and formatting resources will be available on ELMS.
    - Information about registering for the iSchool Symposium will be distributed by the program mid-late spring semester, so keep an eye on the listservs. The Symposium is typically in early May. Even though you completed your field study over the summer, you are still encouraged to share your experiences with other students, faculty, and staff in the spring.
    - If you cannot be at the Symposium or you live out of the area, I can arrange to print and set up posters for you in absentia.

- **Conference Report (Due Date: December 11)**
  - Write a 5-7 page report on a professional conference of your choosing. The paper will include an overview and goals of the conference, details on at least three presentations (these can include your own presentation if applicable or poster presentations), an explanation of how this conference will further your career goals, and ideas to leverage your conference and field study experience in your job search.
  - Tips on upcoming conferences are posted on ELMS.

- **Job Application Packet (Due Date: December 11)**
  - Compile application materials for a job of your choice. This can be a job you are actually applying to or just practice. You will include in your packet:
    - Copy of the original job ad.
    - 1-2 page cover letter tailored to the specific position (even if not required), and a current resume or CV.
    - 2 page essay containing background research on the institution to which you are applying. Prompts are listed on ELMS.
    - 2-page reflection essay explaining how the skills you have developed at your field study have strengthened your application.
  - Resources for the job hunt and formatting cover letters and CVs / resumes are posted on ELMS.

- **Create Your Own (Due Date: December 11)**
  - You have the option to design your own Final Deliverable. This could be a conference presentation, a lesson plan, a portfolio, a lightning talk, a report, a website, etc. Deliverables need to have a tangible artifact to grade (such as a presentation, portfolio, website, tool, script for a lightning talk, etc.) and you must justify how your deliverable will contribute to your job search or professional development.
  - All “Create Your Own” deliverables are subject to approval from the instructor. **Students interested in creating their own Final Deliverable will need to set up a meeting with the instructor to pitch their project prior to the June 30 selection deadline.**
    - Pitches can be informal but be prepared to answer questions about how your proposed deliverable will meet your personal and professional goals and how you plan to accomplish your proposed deliverable (timeline, any technologies needed, etc.)
Once approved, student and instructor will co-create deliverable parameters.

### Course Schedule

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<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Assignments</th>
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| 1 (Aug. 26 – Sept. 2) | • Watch Course Introduction Video  
• Read syllabus  
• Introductory Video  
  o Record a 3-5 minute video introducing yourself to your classmates. |
| 2 (Sept. 3 – Sept. 9) | • Complete Weekly Readings  
  o First Round. *We Studied 100 Mentor-Mentee Matches – Here’s What Makes Mentorship Work*. *First Round Review*.  
• Watch and respond to Introductory Videos for assigned group members  
  o Group are assigned in ELMS. Watch and respond to your group members Introductions (in 100-200 words). |
| 3 (Sept. 10 – Sept. 16) | • Video Log 1  
  o Record a 4-6 minute video. Give a brief update on your field study experience and briefly reflect on the week’s reading. |
| 4 (Sept. 17 – Sept. 23) | • Video Log Response 1  
  o Watch and respond to your group members Video Logs (in around 200 words). |
| 5 (Sept. 24 – Sept. 30) | • Complete Weekly Readings  
  https://doi.org/10.21083/partnership.v12i1.3979  
| 2 | 6 (Oct. 1 – Oct. 7) | • Video Log 2  
  o Record a 4-6 minute video. Give a brief update on your field study experience and briefly reflect on the week’s reading.  
• Make your Final Project Selection  
  o Survey in ELMS |
| 7 (Oct. 8 – Oct. 14) | • Video Log Response 2  
  o Watch and respond to your group members Video Logs (in around 200 words).  
• Mid-Term Evaluation |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>3</td>
<td>Oct. 15–21</td>
<td>- Please provide feedback on your course experience. This is not graded.</td>
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<td></td>
<td></td>
<td>- <strong>Complete Weekly Readings</strong></td>
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<td></td>
<td>Oct. 22–Oct. 28</td>
<td>- <strong>Video Log 3</strong></td>
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<td></td>
<td>- Record a 4-6 minute video. Give a brief update on your field study experience and briefly reflect on the week’s reading.</td>
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<td>Oct. 29–Nov. 4</td>
<td>- <strong>Video Log Response 3</strong></td>
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<td></td>
<td>- Watch and respond to your group members Video Logs (in around 200 words).</td>
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<tr>
<td>4</td>
<td>Nov. 5–Nov. 11</td>
<td>- <strong>Complete Weekly Readings</strong></td>
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<td>Nov. 12–Nov. 18</td>
<td>- <strong>Video Log 4</strong></td>
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<td>- Record a 4-6 minute video. Give a brief update on your field study experience and briefly reflect on the week’s reading.</td>
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<td>Nov. 19–Nov. 25</td>
<td>- <strong>Video Log Response 4</strong></td>
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<td></td>
<td></td>
<td>- Watch and respond to your group members Video Logs (in around 200 words).</td>
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<td></td>
<td>Nov. 26–Dec. 2</td>
<td>- <strong>Happy Thanksgiving!</strong></td>
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<td></td>
<td>Dec. 3–Dec. 9</td>
<td>- <strong>Complete Field Study Student Evaluation</strong></td>
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<td></td>
<td>- Instructions on ELMS</td>
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<td></td>
<td>Dec. 9–Dec. 11</td>
<td>- <strong>Final Deliverables due</strong></td>
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**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

**Student Course Evaluations (CourseEvalUM)**
Throughout the semester, you will have opportunities to evaluate this course. Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. The university course evaluation (CourseEvalUM) will be made available at the end of the semester. At that time, please go to https://www.courseevalum.umd.edu/ to complete your evaluation of this course.