UNIVERSITY OF MARYLAND, COLLEGE PARK

INST888: Doctoral Seminar
2:00-4:45 Mondays (3 cr)
HBK 4115

Spring 2015 Syllabus

A. Instructor, Office Hours, & Contact Information
Paul T. Jaeger, Ph.D., J.D.
Associate Professor and Diversity Officer, College of Information Studies
Office hours: Wednesdays and Thursdays 12-2 pm, HBK 4121D
Via phone (301-405-1741) or email (pjaeger@umd.edu).
Please allow for email responses within 24-hours Mon-Fri and 48 hours on weekends and holidays.

B. Description of Course
This integrative course is the first of a two-semester sequence of INST 888. Serving as your introduction to the field of Information Studies (aka, Library and Information Studies, Information Science, the iField, and several other things, depending on who you ask) and research about information, both semesters of the course will present an overview of intellectual foundations, key areas of research, methods, and theories used in the study of information. While it is impossible to capture the breadth of an entire academic field in the course of two semesters, this course will provide you with a foundation by which you can begin to understand the breadth and depth of this interdisciplinary and multidisciplinary field.

Building on the first semester focus on foundations, users, technologies, and systems related to information and information research, this second semester of INST 888 will focus on two key perspectives by which to examine and conduct research about information. First, it will discuss the different types of contexts that information research can be used to study, from access to ethics and values and from education to public policy. Second, the spring semester will focus research about the institutions that are central to providing information access in society, ranging from the venerable public library to the omnipresent Internet. Most weeks address interrelated comments and institutions, and each week’s readings will introduce research, methods, and theories relevant to the topic. By the end of this semester, students will have a sense of the scope of the field to ensure that they have a solid foundation on which to build their own research as they progress through the doctoral program.

C. Goals of Course
By the end of the fall semester of the course, students will be able to:
• Demonstrate familiarity with many areas integral to the field of Information Studies;
• Describe broad themes and patterns across these different areas of research;
• Reflect on the implications of information research on their own interests;
• Articulate individual areas of scholarly interest; and
• Integrate related strands of research, method, and theory.

D. Course Approach & Expectations of Student Participation
This course meets once a week on Mondays from 2:00-4:45 in room HBK 4115. The course will be conducted as a seminar. It is essential that every student participates in the discussions of course materials. Participation means active involvement in class discussions. Students are expected to have read the assigned readings for each week PRIOR TO THAT WEEK. Students are expected to question, challenge, argue, and discuss issues and topics related to that session's readings. Students are invited to bring in additional resources, literature, and experiences that can further shape the class discussions. Failure to participate in the course will result in a letter grade of F for this component.

E. Classroom Environment
As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Human rights issues can involve strongly held beliefs and current controversies. Remember, your classmates may have different perspectives on issues than you, but they still deserve your respect. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop or mobile device in the classroom, limit the usage to course-related purposes (i.e., taking notes).

F. Students with Disabilities
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers at the beginning of the semester.

G. Extensions
Timeliness is an essential component of graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper will result in a deduction of 10% for each day the paper is late.

H. Academic Honesty
Work submitted in this course will be individual and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged. Please visit http://www.studenthonor council.umd.edu/code.html for more information on the University’s Code of Academic Integrity.
I. Syllabus Change Policy
This syllabus is a guide for the course and is subject to change with advance notice.

J. CourseEvalUM
Participation in the evaluation of courses through CourseEvalUM is a responsibility that students hold as members of our academic community. Student feedback is confidential and important to the improvement of teaching and learning at the University. Please use http://www.courseevalum.umd.edu to complete course evaluations that the end of the semester.

K. Course Materials
There is no required textbook for the course. All readings will be available to students online or in another accessible format.

L. Assignments & Grading
Your grade in this course will be based on four items:
1. Class participation (30%)
2. Weekly Reflection Journal, final submission (20%)
3. Research Paper Presentation (15%)
4. Research Paper (35%)

Guidelines for written materials for the course include:
• Full name and paper title at the top of the paper
• Double-spaced
• 12-point Arial or Calibri font
• 1-inch margins
• In-text citations and references section in APA style (http://owl.english.purdue.edu/owl/resource/560/01/).
• Numbered pages
• Consistent formatting
• Free of grammatical errors and erroneous typos

All papers are due via electronic submission to inst888umd@gmail.com by midnight on the due date.

1. Classroom participation (30% of final grade)
DUE: WEEKLY DURING CLASS SESSIONS
This seminar is a discussion-based course. Students are expected to complete all readings, to think through the issues raised in the readings, and to articulate thoughts on the materials in class. Clearly, you need to attend class to participate in the discussions. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. In order to receive an excused absence, you must notify the instructors in advance of the class meeting.

Assessment: Your classroom participation will be graded based on the insightfulness of your comments; your careful consideration of other students’ comments; and your ability to draw on
the course readings, external resources, and personal experiences to justify and support your claims.

2. Weekly Reflection Journal, final submission (20% of final grade)
DUE: April 20 by Midnight
After each class meeting, students are to chronicle their reactions to the discussions, the relationships of the issues to their professional and scholarly development, and how they plan to prepare to deal with these issues throughout their doctoral education. The amount of words expected will vary each week by your individual interaction with that particular topic. This submission of the Reflection Journal will include an entry for each week from Week 8 to Week 13.

Assessment: Regardless of the length of the engagement, each week’s reflection must demonstrate thoughtful consideration of the topics read and discussed. You are not regurgitating what you read, you are reflecting upon it.

3. Research Paper (35% of final grade)
DUE: May 4 by Midnight
Your research paper should be a continuation of your written assignments from the first semester of the class. Building from your outline and other pieces, the research paper should be 20-25 double-spaced pages (including references and tables, figures, etc.), written as if it were an article being submitted for review by a refereed outlet. As such, your paper should be prepared according to the guidelines of a publication venue that is appropriate for the topic, and that venue should be clearly identified at the beginning of the paper.

While the style and content will be shaped by the venue chosen, the paper should include: title, abstract, background and literature review, importance of topic, contribution of topic, questions being answered, methods, theoretical/conceptual frame, discussion of findings, implications, conclusions, and references.

Assessment: Your paper will be graded on the completeness of your submission; the timeliness of your submission; and the clarity and precision of your writing. Papers will be evaluated for compliance with the guidelines of the venue identified. Writing should be succinct yet explanatory, free of erroneous typos and grammar issues, and should cite works appropriately.

4. Research Paper Presentation (15% of final grade)
DUE: Presentations will occur on May 4 and 11
The Research Paper Presentation will be a 15-minute timed presentation of the key ideas and findings from the Research Paper. This should be treated as a professional presentation, as if at an academic conference or professional meeting. The presentation should incorporate appropriate tools and technology to convey the content to the audience.

Assessment: Your presentation will be graded on professionalism and style, the clarity and precision of the presentation, engagement of the audience, and preparation and timeliness.
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N. Course Schedule & Readings

January 26: Information Access
Readings:

February 2: Information Behavior
Readings:

February 9: Information Management
*Guest speaker: Brian Butler*
Readings:

February 16: Information and Organizations
*Guest speaker: Susan Winter*
Readings:


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**February 23: Law and Policy**

*Guest speaker: Ursula Gorham*

*Readings:*


**March 2: Values and Ethics**

*Guest speaker: Katie Shilton*

*Readings:*


**March 9: Literacy and Inclusion**

*Guest speaker: Natalie Taylor*

*Readings:*


**March 16: Spring Break**

**March 23: Health and Wellness**  
*Guest speaker: Beth St. Jean*  
Readings:

**March 30: Archives and Digital Curation**  
*Guest speaker: Richard Marciano*  
Readings:

**April 6: Education and Education Libraries**  
*Guest speaker: Mega Subramaniam*  
Readings:

**April 13: Public Libraries and Community Needs**

*Guest speaker: John Bertot*

**Readings:**


**April 20: Human Rights and Social Justice**

• **Reflection Journal due**

**Readings:**


**April 27: Presentations**

**May 4: Yet More Presentations**

• **Research Paper due**

**May 11: Course Wrap-up**