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 for the Graduate School’s full list of academic policies and follow up with me if you have questions.

Policies & Expectations for Students

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

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. Although it is recommended that you use APA Style for in-text citations and reference lists, 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/

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.

Emergency Preparedness: Please see the University’s Emergency Preparedness Website for current issues affecting campus: 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 and schedule an online or in-person appointment with a graduate writing fellow. Learning Assistance Services (http://ter.ps/learn) is available to help with time management, note taking, or other accommodations. The Counseling Center is available to all students, if you just need someone to talk to: 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 to learn more. In written coursework and/or discussion posts, you are welcome to use they/their 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>February 3</td>
<td>5%</td>
</tr>
<tr>
<td>Video Log 1</td>
<td>February 17</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 1</td>
<td>February 24</td>
<td>4%</td>
</tr>
<tr>
<td>Final Project Selection</td>
<td>March 3</td>
<td>2%</td>
</tr>
<tr>
<td>Video Log 2</td>
<td>March 10</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 2</td>
<td>March 17</td>
<td>4%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Due Date</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Video Log 3</td>
<td>April 7</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 3</td>
<td>April 14</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log 4</td>
<td>April 28</td>
<td>4%</td>
</tr>
<tr>
<td>Video Log Response 4</td>
<td>May 5</td>
<td>4%</td>
</tr>
<tr>
<td>Final Video Reflection</td>
<td>May 12</td>
<td>6%</td>
</tr>
<tr>
<td>Field Study Supervisor &amp; Student Evaluations</td>
<td>May 12</td>
<td>35%</td>
</tr>
<tr>
<td>Final Project</td>
<td>Date varies</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.

A minimum grade of “B” is required for the course to count towards the MLIS degree.

**Assignments**

This course will be completed in 4 modules. In each module, you will be put into a new group. **You will only be responsible for responding to your groupmates video logs for that module,** although you are welcome to view other’s video logs. Groups will switch each module to give you a chance to learn from everyone’s field studies and the opportunity to meet more of your classmates.

**Introductory Video (Due Date: Feb. 3)**

Record a 4-5 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. This video will be used throughout the semester.

**Video Logs (Due Dates: Feb. 17, March 10, April 7, April 28)**

On the second week of each module, record a 2-3 minute video giving a brief update on your field study and a brief reflection on that week’s readings. Prompts will be listed on ELMS.

**Video Log Responses (Due Dates: Feb. 24, March 17, April 14, May 5)**
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 Video Reflection (Due Date: May 12)**
Record a 4-5 minute video reflecting on your field study. With your permission, these videos will be edited together and used as informational videos for future field study students. Prompts will be listed on ELMS.

**Final Project**
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 project. **Your selection of final project is due March 3 on ELMS.**

- **Poster Presentation (Due Date: May 5)**
  - Create a professional poster for presentation at the iSchool Symposium (May 2019 – date TBD). 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.
  - Poster template and formatting resources will be available on ELMS.

- **Conference Report (Due Date: May 17)**
  - 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, 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: May 17)**
  - 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 a copy of the original job ad, a cover letter tailored to the specific position (even if not required), a current resume or CV, and a 2-page essay explaining why you are a good fit for that job and how the skills you have developed at your field study have strengthened your application.
  - Resources for the job hunt are posted on ELMS.

**Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Assignments</th>
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</table>
| 1 (Jan. 28 – Feb. 3) | Watch Course Introduction Video  
  Read syllabus  
  Introductory Video  
  - Record a 4-5 minute video introducing yourself to your classmates. |
| 2 (Feb. 4 – Feb. 10) | Complete Weekly Readings  
  - First Round. We Studied 100 Mentor-Mentee Matches – Here’s What Makes Mentorship Work. *First Round Review.*  
  - Watch Introductory Videos for assigned group members  
  - Group assignments are listed in ELMS |
<table>
<thead>
<tr>
<th>Week</th>
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</table>
| 3 (Feb. 11 – Feb. 17) | • **Video Log 1**  
  o Record a 5-7 minute video. Give a brief update on your field study experience and briefly reflect on the week's reading. |
| 4 (Feb. 18 – Feb. 24) | • **Video Log Response 1**  
  o Watch and respond to your group members Video Logs (in around 200 words). |
| 5 (Feb. 25 – Mar. 3) | • **Complete Weekly Readings**  
  https://doi.org/10.21083/partnership.v12i1.3979  
  • Watch Introductory Videos for assigned group members  
  o Group assignments are listed in ELMS  
  • Make your Final Project Selection  
  o Survey in ELMS |
| 6 (Mar. 4 – Mar. 10) | • **Video Log 2**  
  o Record a 5-7 minute video. Give a brief update on your field study experience and briefly reflect on the week's reading. |
| 7 (Mar. 11 – Mar. 17) | • **Video Log Response 2**  
  o Watch and respond to your group members Video Logs (in around 200 words).  
  • Mid-Term Evaluation  
  o Please provide feedback on your course experience. This is not graded. |
| 8 (Mar. 18 – Mar. 24) | • Happy Spring Break! |
| 9 (Mar. 25 – Mar. 31) | • **Complete Weekly Readings**  
  • Watch Introductory Videos for assigned group members  
  • Group assignments are listed in ELMS |
| 10 (Apr. 1 – Apr. 7) | • **Video Log 3**  
  o Record a 5-7 minute video. Give a brief update on your field study experience and briefly reflect on the week's reading. |
| 11 (Apr. 8 – Apr. 14) | • **Video Log Response 3**  
  o Watch and respond to your group members Video Logs (in around 200 words). |
12 (Apr. 15 – Apr. 21)
- Complete Weekly Readings
- Watch Introductory Videos for assigned group members
  - Group assignments are listed in ELMS

13 (Apr. 22 – Apr. 28)
- Video Log 4
  - Record a 5-7 minute video. Give a brief update on your field study experience and briefly reflect on the week's reading.

14 (Apr. 29 – May 5)
- Video Log Response 4
  - Watch and respond to your group members Video Logs (in around 200 words).
  - Poster presentation due

15 (May 6 – May 12)
- Final Video Reflection
  - Record a 4-5 minute video reflecting on your field study.
- Complete Field Study Student Evaluation
  - Instructions on ELMS

16 (May 13-May 19)
- Conference Report and Job Application due

**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/](https://www.courseevalum.umd.edu/) to complete your evaluation of this course.