UNIVERSITY OF MARYLAND, COLLEGE PARK
LBSC 707: Field Study in Information Service
Fall 2018
Eric Hung, Ph.D., MLIS

**Syllabus**

A. Basic Information
This is a 3-credit course that meets asynchronously online. For ease, all assignments are due on Sundays at 11:59pm Eastern Time. Since I live in New Jersey, I will not be holding regular in-person office hours. If you want to meet with me, we can schedule an online meeting using Elms, Skype, or another platform.

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

Registration Requirement: To take this course, every student must have an approved field study contract and an approved field study plan by the end of week 1 (September 2).

Instructor’s Contact information:
- Email: ehung124@umd.edu
- Phone: 609-668-9073
- Skype: mnumeric

If you send me an email that requires a response, and I don’t respond within two days, please resend the email. I get over an hundred emails a day, and—if I don’t respond—there is a good chance that I missed yours.

B. Catalog Description
Supervised internship experience in a library, archive, museum, or other information organization.

C. Learning Outcomes
At the end of this course, student should have:
- Gained practical experience in a library, archive, museum of other information organization.
- Expanded knowledge and skills appropriate for an entry-level professional library position.
- Developed a better understanding of practical and everyday issues in a library setting.
- Begun to build a professional network for support and future employment.
- Clarified individual professional goals and strategies for development.

D. Course Description
This course prepares students to launch a successful and satisfying professional career. The two major elements of this course are:
- Working in a professional setting under the guidance of an experienced information professional—the minimum requirement is 120 hours over 15 weeks.
• Developing strategies for career development, learning to analyze workplace cultures and to navigate office politics, and reflecting on internship experiences through short readings, discussions, a final project, and (if appropriate) occasional attendance at professional development and networking events (an average of 2 hours a week for 15 weeks).

For their internships, students should follow the arrangements outlined in their field study plans submitted before the beginning of the semester. If circumstances warrant changes to these plans, please update the instructor as soon as possible. The “classroom” portion of the course will be conducted through ELMS (http://elms.umd.edu). The course site will contain all course materials (syllabus, discussion boards, readings, etc.); all assignments MUST be submitted through ELMS.

All of you have probably already visited the iSchool’s Field Study site (http://ischoolfieldstudy.umd.edu/content/field-study-marylands-ischool). If you have not, please go there and read “A Guide to a Successful Field Study” before the end of week 1.

E. Course Assignments and Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Introduction Video</td>
<td>Sunday, Sept. 2</td>
<td>5%</td>
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<tr>
<td>Class Discussion #1: Strategies for Career Goals</td>
<td>Sunday, Sept. 16</td>
<td>5%</td>
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<tr>
<td>Responses to Class Discussion #1</td>
<td>Sunday, Sept. 23</td>
<td>5%</td>
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<tr>
<td>Class Discussion #2: Initial Impressions</td>
<td>Sunday, Oct. 7</td>
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<td>Responses to Class Discussion #2</td>
<td>Sunday, Oct. 14</td>
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<td>Class Discussion #3: Inclusion &amp; Equity</td>
<td>Sunday, Oct. 28</td>
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<td>Responses to Class Discussion #3</td>
<td>Sunday, Nov. 4</td>
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<td>Class Discussion #4: Field Site and Self-Evaluation</td>
<td>Sunday, Nov. 18</td>
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<tr>
<td>Responses to Class Discussion #4</td>
<td>Sunday, Dec. 2</td>
<td>5%</td>
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<tr>
<td>Field Study Supervisor- &amp; Self-Evaluation</td>
<td>Sunday, Dec. 9</td>
<td>35%</td>
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<tr>
<td>Field Study Poster and Presentation</td>
<td>Sunday, Dec. 16</td>
<td>20%</td>
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F. Letter Grade Guidelines and Equivalents

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

G. Classroom Environment
As a graduate seminar, the classroom environment (including the online environment) should be professional and respectful. Discussions should be based on course readings, critical thinking, and your field study (and other work) experiences. Please keep these two guidelines in mind at all times:

- I am inviting students to discuss problems at workplaces on the discussion board. This allows us to explore possible solutions to these problems, and to discuss how we can analyze workplace culture and navigate workplace politics. The information that your classmates provide about their field study sites is to be used for class discussion only. **DO NOT SHARE ANY OF THIS INFORMATION WITH PEOPLE WHO ARE NOT IN THIS CLASS.**
- Everyone deserves respect—this includes classmates with different perspectives, politics, etc. Harassment of any kind will not be tolerated, and will be reported to the university.

H. Students with Disabilities
Students with disabilities needing accommodations should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the course instructor and with their field study supervisor at the beginning of the semester.

I. Responsible University Employee Statement for Disclosures of Sexual Misconduct
Disclosures related to sexual misconduct that are made to faculty are not confidential, as faculty members are classified as “Responsible University Employees” (RUEs) who must report all such disclosures to the Office of Civil Rights and Sexual Misconduct. If you wish to speak with someone confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555.
The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence (as defined by the University’s Sexual Misconduct Policy). To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405--1142. For more information visit [www.ocrsr.umd.edu](http://www.ocrsr.umd.edu).

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

**K. 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. Be sure to carefully and thoroughly cite all materials you use in your submissions. Please visit [http://www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html) for more information on the University’s Code of Academic Integrity.

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

**M. 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. You will find a link to CourseEvalUM on ELMS.

**N. Emergency Preparedness**
Since this is an online class, campus closures are unlikely to affect the progress of this course. If your ability to complete course assignments is affected by an emergency (e.g., electricity or Internet outage), please let me know as soon as possible.

**O. Course Schedule and Assignment Details**

**Unit One: Introductions (Week 1: August 27 to September 2)**
Best of luck as you settle into your internship. Be observant. Is your environment formal, friendly, hectic, relaxed, open, etc.? Are you given clear instructions and adequate training? How many people do you interact with? How is the office designed?

Your “classroom” assignment this week is to create a 5-8 minute video that tells us:

- At least three interesting things about yourself
- What led you to enroll in an MLIS program
- What your current career goals are
- What is your field study plan/goals and how they relate to your career goals
- For your field study, what are you most excited about? What, if anything, do you dread?

By Sept. 2, submit the video—worth 5% of your final grade—on the “Introductions” Discussion Board on ELMS. To record the video, you can click the "Record/Upload Media" button in the second header row. You can also upload a video you recorded using PowerPoint, VoiceThread, phone, etc.
**Unit Two: Career and Networking Strategies (Weeks 2-4: September 3-23)**

Two of the learning outcomes of this class are clarifying individual professional goals and developing strategies for reaching them. This unit is designed to lead you towards fulfilling these two outcomes. I know that some of you have very clear ideas about what you want to do after graduation, and that others are considering radically different possibilities. By observing the very different field studies your classmates are undertaking, I hope that all of you develop interests in areas you haven't thought about much before.

**Week 2 (Sept. 3-9):** Read two short essays by Sandra Hirsh. She is the Director of the iSchool at San Jose State University. Before she became an academic, she also worked as a law librarian, and as an information professional at HP, Microsoft and LinkedIn. In the first essay, she discusses the wide variety of careers available in the information field. And in the second essay, she discusses the strategies that allowed her to jump from one type of job to another.


**Week 3 (Sept. 10-16):** By Sept. 16, submit a post of at least 400 words—worth 5% of final grade—on the “Class Discussion #1” Discussion Board. It needs to discuss:

- Your networking strategies over the course of the semester. Will you go to career panels, guest lectures, etc. on campus? Will you go to a conference, or a meet-up? If you're going to a meet-up or conference, what is your strategy for networking? Any other strategies?
- Three "reusable" skills you have acquired so far. For each skill, discuss how you developed it.
- One "reusable" skill that you wish were better developed.

**Week 4 (Sept. 17-23):** By Sept. 23, respond to at least two of your classmates on “Class Discussion #1”—the responses are collectively worth 5%. Each response should be 200-300 words. Your responses can be wide-ranging in scope, but a significant portion should aim to help your classmates develop strategies to advance the skill that is currently underdeveloped.

**Unit Three: Initial Impressions and Organizational Culture (Weeks 5-7: September 24-October 14)**

Now that you have spent a few weeks at your field study site, it is time to start reflecting on your experiences and analyzing how your institution works and does not work. Building a successful and fulfilling career involves navigating workplace politics to get things done and to foster positive changes. This discussion board aims to: (1) share experiences so that we can celebrate accomplishments and to discuss possible solutions to common challenges, and (2) develop skills at understanding and navigating workplace cultures.
Week 5 (Sept. 24-30): In week 5, please read two short articles:


Week 6 (Oct. 1-7): By Oct. 7, submit a post of at least 400 words—worth 5% of your final grade—on the “Class Discussion #2” Discussion Board. It needs to discuss:

- What have you been doing, and how is it going? Are there any accomplishments or challenges you want to discuss? Is your experience what you expected, or has it been surprising, eye-opening, etc.?
- Do the findings outlined in the Oud article ring true to you? Why/why not?
- Does your institution (or your unit within the institution) appear to be a power, role, achievement, or support culture, as outlined by Martin? Why do you say this? Is this the "right" culture for your institution or unit?

Week 7 (Oct. 8-14): By Oct. 14, respond to at least two of your classmates on “Class Discussion #2”—the responses are collectively worth 5%. Each response should be 200-300 words. You can respond to any aspect of your classmates' posts, but I encourage you to explore whether there are any connections between the accomplishments/challenges outlined and the organizational culture described.

Unit Four: Inclusion and Equity (Weeks 8-10: October 15-November 4)
Librarians often talk about the need to improve services to disabled and economically disadvantaged communities, and to racial and sexual minorities. There are numerous reasons why these groups have traditionally been underserved, and one is undoubtedly the fact that the profession is not exactly diverse. According to the 2017 American Library Association Survey, 81% of ALA members identify as women, 86.7% as white, just 4.7% as Hispanic (compared to 18% of the general US population), and just 2.9% as disabled (compared to 12.6% of the general US population). Why is that? What impacts have this lack of workplace diversity had on the environments and services libraries provide? Issue of inclusivity and exclusivity are essential elements of any analysis of organization culture, and we will explore them on this discussion board.

Week 8 (Oct. 15-21): Read these two short articles:


Week 9 (Oct. 22-28): By Oct. 28, submit a post of at least 400 words—worth 5% of your final grade—on the “Class Discussion #3” Discussion Board. It needs to discuss:

- What are your field study site's mission and vision statements? Who is included in and who is excluded by these statements?
• Is your workplace diverse? (Be specific about what you mean by diversity.) Does this diversity (or lack of diversity) help or hinder the institution in fulfilling its mission and vision?
• Has your workplace made efforts to recruit and retain employees from underrepresented groups? If so, why and how did it go? If not, why not? Are such efforts unnecessary, determined to be unhelpful, or simply not considered?
• Are the services and materials that your institution offers appropriately inclusive?
• If you are the Chief Inclusion and Equity Officer at your field study site, what policies would you advocate for over the next three years?

**Week 10 (Oct. 29-Nov. 4):** By Nov. 4, respond to at least two of your classmates on “Class Discussion #3”—the responses are collectively worth 5%. Each response should be 200-300 words. You may respond to any issue discussed by your classmates. If you have trouble responding, you can compare your field study site to one of your classmates’, or propose alternate interpretations of an institution’s vision and mission statements. You can also offer alternative policy recommendations.

**Unit Five: Field Site and Self-Evaluation (Weeks 11-15: November 5-December 9)**
As the semester winds down, it is time to reflect on both your personal experiences and your field study institution. Around November 20, the iSchool will send field study evaluations to you and your supervisor. **Both of you must submit the evaluation by December 9, and 35% of your final grade is based on these evaluations.** In situations where the student and supervisor evaluations contain contradictory information, I reserve the right to request a conference call.

**Week 11 (Nov. 5-11):** Think of one thing you would like to change at your institution. Then, use "Academic Search Ultimate" to search for one or two relevant articles and read them.

**Week 12 (Nov. 12-18):** By Nov. 18, submit a post of at least 400 words—worth 5% of your final grade—on the “Class Discussion #4” Discussion Board. It needs to address:
• Based on your internship and this class, have your career goals changed or been clarified?
• What "reusable" skills have you developed or refined over the course of your internship?
• What are two great things about working at your field site, and what are two not-so-great things about working there? Propose a solution to one of these problems. Please refer to the articles you read in week 11.
Portions of your post may be reused in your final poster and presentation.

**Week 13 (Nov. 19-25):** This is Thanksgiving week. Take a break.

**Week 14 (Nov. 26-Dec. 2):** By Dec. 2, respond to at least two of your classmates on “Class Discussion #3”—the responses are collectively worth 5%. You may react to any aspect of your classmates' posts.
**Week 15 (Dec. 3-9):** Remind your field study supervisor to submit your evaluation. Start your final project.

**Exam Period: Final Project (Dec. 10-16)**

There are two components to your final project. Each is worth 10% of your final grade. The first component is a 24” x 36” poster. (You can use this poster at the iSchool symposium.) In November, I will create a video about making research posters. The poster must include some photos taken at your internship, unless security or other issues make this impossible. It should also include, at minimum, the following information:

- Background information about your field study site and supervisor
- Why you chose this internship
- A summary of what you did
- A discussion of what specific skills and what "reusable" skills you gained
- How your internship clarified or shifted your career goals

The second component is a 5-8 minute video that discusses at least two key insights you gained about the type of work you’ve done and the organization in which you’ve done it. These insights can be personal (e.g., I have changed my career goal because of something I did at my internship), or broad (e.g., library science education needs to focus more on technology). In the video, you should also talk about two things that went very well in your internship, and two things that did not go so well. Why did each of these things go well or not so well? For the two things that did not go so well, what would you change? There are no restrictions about how you create the video: VoiceThread, Powerpoint, YouTube, Prezi and other platforms are all welcome. You can submit by uploading a video onto ELMS, or providing a URL on the appropriate discussion board.