

# FOUNDATIONS OF INFORMATION STUDIES

GLIS 601

FALL 2014

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## INSTRUCTOR

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## DESCRIPTION

*Overview of foundations of information studies and relevant concepts and theoretical frameworks.  
Examination of research methodologies used in the field, including quantitative, qualitative and project management methods.*

## CONTENT

This is a foundations course. The topics and concepts covered are presented at an introductory-level, intended to provide a basis for future coursework.

- A brief history of the field and the role of information and communication technology
- What is information? How is it generated, organized, and disseminated?
- The research process for generating scholarly publications
  - Statement of the Problem/Research Question
  - Methodologies
- Managing Information agencies
  - Design and Structure
  - Human Resource Management
  - Financial Management
  - Managing projects Planning
- The Profession
  - The role of professionals
  - Copyright and ethics

## LEARNING OUTCOMES

At the end of this course, students will be able to:

- Describe the history and current trends of the field
- Define various roles and responsibilities of information professionals
- Explain the research process from formulation of a research question to application of a methodology for data collection, data analysis, and writing the results
- Describe basic management concepts and functions in the context of information agencies
- Apply project management principles to manage their own goals and objectives

## READINGS

Students are encouraged to complete the readings to be able to participate in class discussions.

The following books are on reserve for GLIS 601, or are available through McGill Library:

- **Bryson, J. (2011). *Managing Information Services: A Sustainable Approach*. Ashgate e-book.**
- Buchanan, E. A. (2009). *Case studies in library and information science ethics*. London: McFarland & Co.
- **Connaway, L. S. & Powell, R. R. (2010). *Basic research methods for librarians, 5<sup>th</sup> ed.* Santa Barbara, Calif.: Libraries Unlimited.**
- Crowley, B. (Ed.). (2012). *Defending Professionalism: A Resource for Librarians, Information Specialists, Knowledge Managers, and Archivists*. Santa Barbara, Calif: Libraries Unlimited.
- Dalkir, Kim. (2011). *Knowledge management in theory and practice*. Cambridge, Mass: MIT Press.
- Davis, C. H. & Shaw, D. (Eds.) (2011). *Introduction to Information Science and Technology*. Medford, New Jersey: Information Today.
- Hirtle, P.B., Hudson, E., Kenyon, A.T. (2009). *Copyright and cultural institutions: guidelines for digitization for U.S. libraries, archives, and museums*. Ithaca, NY: Cornell University Library.
- Johnson, M. (2010). *This Book is overdue! How librarians and cybrarians save us all*. New York, NY: Harper-Collins.
- **Moran, B.B., Stueart, R.D., Morner, C. J. (2013). *Library and information center management, 8<sup>th</sup> ed.* Santa Barbara, Calif.: Libraries Unlimited.**
- **Rubin, Richard E. (2010). *Foundations of Library and Information Science, 3<sup>rd</sup> ed.* New York: Neal-Schuman.**
- Smallwood, C. (Ed.) (2011). *Library management tips that work*. Chicago: ALA.

Please note that most resources shared or shown in class, including lecture slides, will be made available at MyCourses. However, these are not academic publications and should not be cited in academic research papers.

## Evaluation

Evaluation is based on team posters, individual plans, and final examinations.

- ✓ Team posters: Teams of three students will produce a PowerPoint poster for assigned topics. The posters will be shared in the class for discussion. (35%)
- ✓ Team paper: a critical evaluation of a research article will be produced by the team. (10%)
- ✓ Team Contribution: At the end of the course, team members will evaluate each member's contribution. (5%)
- ✓ Each student will produce a professional development plan to identify her/his professional and academic goals and objectives. The plan will include a self-assessment, a vision of future professional and academic achievement, goals and objectives, strategies to achieve them, a timeline, deliverables, and a tentative description of a Portfolio. (15%)
- ✓ Final examination: a take-home exam will cover the content of the course. Students will have 48 hours to complete the examination. (35%)
- ✓ Class participation: The course is based on **active** contribution and participation of students. Students are expected to contribute to their teams and participate in class discussions.

## CLASS CONDUCT AND MCGILL POLICY STATEMENTS

### ACADEMIC RIGHTS AND RESPONSIBILITIES

All students must be thoroughly familiar with the *Student Rights and Responsibilities*: <http://www.mcgill.ca/students/srr/>.

### WRITTEN WORK

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

### STUDENTS WITH DISABILITIES

Students with disabilities are urged to contact *the Office for Students with Disabilities* at 514-398-6009.

### PREPAREDNESS PLANNING

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

### USE OF MOBILE COMPUTING AND COMMUNICATIONS DEVICES IN CLASS

The use of mobile computing and communications (MC2) devices must, in all cases, respect policies and regulations of the University:

- The Code of Student Conduct and Disciplinary Procedures: [http://www.mcgill.ca/files/integrity/Code\\_of\\_Student\\_Conduct.pdf](http://www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf)
- The Policy Concerning the Rights of Students with Disabilities: <http://www.mcgill.ca/files/secretariat/Rights-of-Students-with-Disabilities-Policy-Concerning-the.pdf>
- The Policy on the Responsible Use of McGill IT Resources: <http://www.mcgill.ca/files/secretariat/Responsible-Use-of-McGill-IT-Policy-on-the.pdf>

### COMMUNICATING VIA EMAIL AND OTHER CHANNELS

In line with McGill's Policy on E-Mail Communication with Students, any official McGill email sent to students will be addressed to their **McGill UEA** (Uniform E-Mail Address). It is the student's responsibility to ensure that time-critical e-mail is accessed, read and acted upon in a timely fashion. The E-Mail Policy applies to all McGill students and to all McGill employees, who manage official communications with students.

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## INTEGRITY

- "McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures."
- Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. No audio or video recording is allowed in class without the explicit permission of the instructor.
- For assignments, reports, presentations, posters, or whenever the words or ideas of others are used, **sources must be properly quoted and cited**. For in-text citations and reference lists for written work adopt the style conventions of the *Publication Manual of the American Psychological Association (APA)*.

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## CLASS CONDUCT

This class follows McGill University policies, procedures and guidelines (<http://www.mcgill.ca/secretariat/policies/students/>). Class participation is a valued aspect of this course. Discussions on class-related materials and business, whether they take place in the classroom or online via the discussion board on MyCourses, should be conducted in a **respectful manner**, reflective of the School and the University policies, procedures and guidelines.

- Be considerate of your classmates by arriving to class *on time*.
- Be prepared for each class by completing the assignments and readings.
- Be an active participant in class discussion:
  - Openly share analyses and opinions based on the readings and other class materials
  - Allow other class members the opportunity to participate

Students are encouraged to review *The Handbook of Student Rights and Responsibilities* (<http://www.mcgill.ca/deanofstudents/rights/>).

Jamshid Beheshti

August, 2014