FOUNDATIONS OF INFORMATION STUDIES

GLIS 601

FALL 2015

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.

- What is information studies?
- A brief history of the field and the role of information and communication technology
- Different types of information organizations
- Managing Information organizations
    - Budgets, personnel
- Research in context
    - Examples: libraries, human-computer interaction
- The Profession
    - The role of professionals
    - Issues

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
- Describe basic management concepts and functions in the context of information organizations
- Explain the research process from formulation of a research question to application of a methodology for data collection, data analysis, and writing the results
- Apply planning strategies to their own academic and professional goals and objectives

The required textbook for the course is:

Hirsh, Sandra (Ed.). (2015). *Information services today: An Introduction*. **Lanham: Rowman & Littlefield.**

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,* 5th 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.
- 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, 8th ed*. Santa Barbara, Calif.: Libraries Unlimited.
- Rubin, Richard E. (2010). *Foundations of Library and Information Science, 3rd 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 <u>not</u> academic publications and should <u>not</u> be cited in academic research papers.

Evaluation

Evaluation is based on team PowerPoint reports, Team Contribution report, individual plans, and final examinations.

- ✓ Team PPT Reports: Teams of three students will produce a PowerPoint report for assigned topics. The reports will be shared in the class for discussion. (21%)

- ✓ Team Contribution: Team members will evaluate each member's contribution. (3%)

- ✓ Team paper: a critical evaluation of a research article will be produced by the team. (25%)

- ✓ Each student will produce a professional and academic 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 72 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. (1%)

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August 2015