

Purpose: This assignment gives the student the opportunity to examine 2 important journals in library and information science and to compare and contrast them while considering the relative utility of each journal to the practicing librarian or information specialist.

- Steps:**
1. Obtain a recent print copy of each journal and examine it. The journals to be examined are *Library Journal* and *Journal of the American Society for Information Science & Technology* (*Journal of the American Society for Information Science* prior to the title change). The age of the journal issue to be examined is not important, but the student should examine a **print-on-paper copy of the journal**. *JASIS&T* will be provided at orientation.
 2. Compare and contrast the journals on the characteristics you believe to be important.
 3. Present your comparison of various attributes of the journals in part 1 of a three-page paper.
 4. After you have completed the comparison of the two journals, discuss in part 2 of the brief paper the relative utility or value of each journal to the practicing librarian or information specialist.

Deliverable: A paper no longer than three pages completing the steps outlined above.

Due: September 21, 2007 by 12:00 midnight Central Time.

Value: 10 points toward the final grade.

LS 501 Assignment 2 – L& IS Stars

Fall 2008

Purpose: This assignment gives the student the opportunity to explore an important information scientist and/or librarian, their life and work.

Steps:

1. Collaborate with the group identified in class.
2. Using web and print resources, investigate the individual and the area of information or library science to which the individual contributed (if historical) or contributes (if contemporary).
3. Identify publications of the individual and provide bibliographic information, urls if available on the web, and an abstract of at least one publication.

Deliverables:

1. Prepare one brief description of the individual(s) and his/her/their work. **This means one paper per group of students.** (No more than 3 pages.)
2. Be prepared to talk about the individual in class on September 29. You may use the white board or other tools. All participants will rate others in the group for their contributions.

Due: September 29, 2008 by class time. Material must be loaded prior to class so that presentations can take place in class.

Value: 10 points toward the final grade.

Bates, Marcia
Butler, Pierce
Bradford, Samuel, Alfred Lotka and G.K. Zipf
Chatman, Elfreda
Crane, Diana
Dervin, Brenda
De Solla Price, Derek J.
Garfield, Eugene
Garvey, William
Gorman, Michael
Hahn, Trudi Bellardo
Haines, Helen
King, Donald W.
Kuhlthau, Carol
Lancaster, F. Wilfred
McCain, Katherine
Meadow, Charles T.
Saracevic, Tefko
Shera, Jesse
Small, Henry
Tenopir, Carol

Purpose: This assignment gives the student an opportunity to examine a communication or information technology and its influence on society and on library practice. Remember that technology impacts all aspects of the library, from the creation of the materials in the library to the organizational structure of the library.

- Steps:**
1. Select one of the topics below.
 2. Find appropriate articles on your topic in two indexes: one general index (such as *Readers' Guide to Periodical Literature*) and one index specific to L&IS (such as *Library Literature* or *Library Information Science Abstracts (LISA)*).
 3. Develop a brief paper, citing sources as needed, outlining
 - The impact of the technology on individuals and society;
 - The use and impact (or possible impact) of the technology on library operations;
 - The promises and pitfalls of the technology for society and for library operations.

Note: you may confine your discussion to a particular type of library (public library, school library, academic library, medical library, etc.).

Deliverable: A paper no longer than three pages completing the steps outlined above. Be prepared to discuss in class on 11/24 . Work independently on this assignment.

Due: 11/23/08, by 12:00 midnight.

Value: 10 points toward the final grade.

Topics:

e-mail
listservs
online chat
productivity enhancing software (example, MS Office)
instant messaging
electronic publishing
scanning
PDAs
cellular networks
podcasting
wikis
blogs
RFID
Social networking
e-books

Assignment 4
LS501 – Fall 2008

Due NOVEMBER 3 at 6:00 p.m.

Purpose: The student is provided the opportunity to (1) use a type of library that he or she may not have used before; (2) experience asking for service in a new type of library; (3) use materials not previously introduced; (4) understand the ongoing influence of cases on the area of intellectual freedom; (5) review standard materials on the topic of intellectual freedom and access and (6) be creative in suggesting means to avoid conflict in this area in libraries.

Steps:

- (1) Visit a law library and procure the case that you have selected. You should get the basics of your case before visiting the library by reviewing material on it that is available on the web. You may find the entire case on the web, but you should still visit a law library.
- (2) Look at Shepard's Citations or a similar legal citation tool (online or in print) and see if you can follow the citations (if only briefly) to your case in subsequent cases. [This is only for the experience of using a citation tool; you do not need to follow the case to the present!] If you haven't heard of Shepard's Citations, please see <http://www.iulaw.indy.indiana.edu/library/Shepards.htm> for a good general explanation of the concept. Talk to the law librarian about other tools that will enable you to accomplish this task.
- (3) Use the library literature to identify the impact of the case on subsequent issues of intellectual freedom and access. There are abundant links from the cases to the literature on the Internet.
- (4) Use the materials provided by ALA (<http://www.ala.org>) and publications or web materials of the OIF to suggest some ways that the librarian/teacher/library board might have handled the "intellectual freedom challenge" in a way that might have prevented the issue from going forward in the way that it did.
- (5) Answer the questions below in a brief paper of no more than 5 pages. [The instructor will read nothing by footnotes and lists of sources after page 5.]

Deliverable: A paper, no longer than 5 pages, to answer the following questions:

- (1) What was the case about? Summarize it briefly, citing the original case and the source(s) that you used to identify the outcome.
- (2) What was the most important impact of the case on subsequent case law as you understand it? Again, be brief.
- (3) What does the library literature say about this? Cite your sources.
- (4) What, in your opinion, could have precluded the situation in the first place? (Hint: the OIF web pages offer many suggestions as to handling challenges.)

- (5) Finally, what did you learn from this assignment that does not relate to intellectual freedom, but that relates to using a “new” library, “new resources,” and working with a topic that is “new” to you? (Put yourself in the position of the user of library & information services.)

Value: 30 points.

Suggested Cases:

YOU MAY SUBSTITUTE ANOTHER INTELLECTUAL FREEDOM CASE IF YOU SO DESIRE. BE SURE TO IDENTIFY IT FULLY IN YOUR PAPER!

Board of Education, Island Trees (New York) Union Free School District 26, v. Pico, 457 US 853 (1982)

Brown v. Woodland Joint Unified School District, 27 F 3d 1373 (9th Cir. 1994)

Hazelwood School District v. Kuhlmeier, 484 US 260 (1988)

Mainstream Loudoun v. Loudoun County Libraries, 24 F. Supp. 2d 552 (E.D. Va. 1998)

Mozert v. Hawkins County Board of Education, 579 F. Supp. 1051 (1987)

Reno, Attorney General of the United States et al v. American Civil Liberties Union, et al 117 S. Ct. 2329 (1997)

Rice v. Paladin Enterprises, Inc., 128F 3d 233 (1997)

Tinker v. Des Moines Independent School District, 393 US 503 (1969)

LS 501 Assignment 5 08

Assignment 5

Final Assignment
Due December 8, 2008
Midnight

Purposes: Enables the student to pursue a topic from LS 501 that is of great interest through the preparation of a literature review. Ensures that the student knows how to develop and package information as requested, and to write a graduate level paper of a prescribed length and depth.

Steps:

1. By September 22nd class, select a topic that you wish to pursue.
2. By September 30th, obtain the instructor's permission to take up the topic you've selected.
3. By October 1, begin accumulating the materials and developing your literature review. You will receive additional instruction on how to develop and write such a review.
4. By November 1, consult with the instructor regarding your paper and the progress you are making.
5. By December 8, turn in the literature review.

Deliverable: A literature review on an approved topic not to exceed fifteen pages in length. (Single spaced, 1" margins, 12 point type.)

Value: 35 points toward the final grade.

- Up to 15 points for identification of key papers, books, journals, proceedings, and other works on your topic. These **MUST** include both print and electronic resources. You should, if possible, have a good mix of resources – based on your searches of databases in library & information studies and your searches on the broader web.
- Up to 10 points for appropriate discussion of the resources. Remember that you are writing for the reader who needs to be brought up to speed on your topic.

You are to provide a guide through the literature on your topic, pointing out themes, similarities and differences in findings, recommendations, (sometimes) anecdotal evidence, etc., in the works you identified and read. You are **NOT** writing a term paper, offering new findings, giving your opinion, or judging, *other than through inclusion or exclusion of works*, the works of others.

- Up to 10 points for the writing style, editing, citation practices, and overall organization of the paper.