

LBSC707

Field Study in Information Service

Course Description

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

Required Text

There is no textbook required for this course.

Relevant Course Policies

[Academic Integrity](#)

The University is an intellectual community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with students.



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Preferred Pronoun:
She/her

Class Meets:
Online

Office Hours
As needed

Course Communication
Via Canvas and Canvas messaging system
elms.umd.edu

Accessibility and Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at [301.314.7682](tel:301.314.7682), or adsfrontdesk@umd.edu. More information is available from the [Counseling Center](#).

After receiving an Accommodations Letter from ADS, as a student you are expected to meet with the course instructor online via Webex or a student preferred video conferencing system or have a phone call, to share a copy of the Accommodations Letter via Canvas message and to obtain their signature on the Acknowledgement of Student Request form. You and your instructor will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding the implementation of certain ADS approved accommodations agreed upon between you as the student and the individual course instructor must be documented on an Acknowledgment of Student Request Addendum, signed by the instructor, and submitted to ADS. You as the student are responsible for submitting the signed original forms to ADS and retaining a copy of the signed Acknowledgment of Student Request for your records. Please do this before the second week of class.

Office of Civil Rights & Sexual Misconduct

This is where students who believe that they have been denied reasonable accommodations can file a complaint.

Attendance Policy

Regular participation is the best way to get the best of your field study experiences. However, in the event that participation must be missed due to an illness or family or personal emergencies, the policy in this class is as follows:

1. For every medically necessary delayed assignment submission, a reasonable effort should be made to notify the instructor in advance of the due date. The notification (preferably in the form of a message through Canvas) must identify the assignment that will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.
2. If a student is delayed more than TWO times consecutively, the instructor will require documentation signed by a health care professional.

Extension

Timeliness is extremely important in graduate work, and extensions will only be available during personal or family emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the

assignment is late.

Please visit <https://academiccatalog.umd.edu/graduate/policies/> for the Office of Graduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.

Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or [one of the many other resources on campus](#).

Most services are free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us 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.

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 (e.g., should it come up in classroom conversation about our experiences and perspectives) 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.

Emergency Preparedness

Please check the University's inclement weather number (**301-405-SNOW [7669]**), which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus and procedures for delayed openings and campus closings is available at <http://www.umd.edu/emergencypreparedness/>.

Course Method

In order to engage various learning styles, this course will utilize various assessment methods to measure the achievement of learning objectives. It is essential that every student read the course readings, participate in class discussions actively, and complete all the assignments. Based on critical examination of course readings and video postings and responses, each student should develop an analytical stance concerning the issues in the course. The students are expected to question, challenge, argue, and discuss issues and topics brought forward in this course. There will be not be any mandatory synchronous meetings throughout the semester. Online synchronous office hours will be available if requested. Please feel free to reach out to me if you have any questions/concerns throughout the course, and we can find a date/time to meet/talk.

Classroom Environment

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

Grades

Students' grade will be determined through performance on video logs, video log responses, final video reflection, field study supervisor and student evaluation, and a final project. Final project selection is mandatory, but not graded. Mid-semester evaluation is encouraged, but not mandatory.

Learning Assessments	#	Points Each	Category Total
Video Log Postings and Reflections	5	50	250
Final Video Reflection	1	100	100
Field Study Supervisor and Student Evaluations	1	350	350
Final Project	1	300	300
Total Points:			1000

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative. The grade range that will be used to determine the final grade for this class is:

Letter grade	Range
A	94 - 100
A-	90 – 93.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
D-	60 – 62.0
F	0 – 59.9

Course Schedule

WEEK/MODULE	TOPIC	READINGS (SEE END OF THE SYLLABUS FOR CITATIONS)	ASSIGNMENTS DUE (AT 11.59 PM ET)
1 JAN 27 – FEB 2	COURSE OVERVIEW INTRODUCTIONS	Read syllabus Watch Course Introduction video	Who are you?: 2/2
2 FEB 3 – FEB 16	THE INFORMATION PROFESSIONAL OF THE 21 ST CENTURY	Hirsh, S. (2015). Lankes, D. (2014)	Video Log 1 and responses: Log (2/9) & Responses (2/16)
3 FEB 17 – MAR 1	IDENTITY AS A LIBRARIAN	Lacey, S. & Parlette-Stewart, M. (2017). Johnson, H. (2016)	Video Log 2 and responses: Log (2/23) & Responses (3/1) Final Project Selection: 2/23
4 MAR 2 – MAR 15	MENTORING IN LIBRARIANSHIP	First Round. Farrell, B., Alabi, J., Whaley, P. & Jenda, C. (2017).	Video Log 3 and responses: Log (3/8) & Responses (3/15) Mid-semester evaluation (3/15)
MAR 15 – MAR 22	SPRING BREAK		
5 MAR 23 – APR 5	DIVERSITY IN LIBRARIANSHIP	Hathcock, A. (2015). Rosen, S. (2017).	Video Log 4 and responses: Log (3/29) & Responses (4/5)
6 APR 6 – APR 19	INTERVIEWING AND JOB PROSPECTS	Eckard, M., Rosener, A., & Scripps-Hoekstra, L. (2014). Hodge, M. & Spoor, N. (2012)	Video Log 5 and responses: Log (4/12) & Responses (4/19)
7 APR 20 – MAY 3	LEADING THE WAY	ALA Getting Started Advocacy toolkit (2020). YALSA advocacy toolkit (2017)	
8 MAY 4 - 17	FINAL PRESENTATIONS		Final Video Reflection: 5/12 Field Study Supervisor and Student Evaluations: 5/12 Final Project: Varies, but must be by 5/17

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.

ASSIGNMENTS

Module 1 – Who are you? (Due 2/2)

Using VoiceThread, record a 2-3 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. Also include, your preferred pronouns.

Module 2 through 6 – Video Logs and Responses (Variant dates: See Course Schedule)

Using VoiceThread, during the first week of each module, record a 4-6 minute video giving a brief update on your field study plan and a brief reflection on that week's readings.

Prompts for the field study reflection (choose 1 or 2 to respond to) will be available on Canvas.

Prompts for the readings (choose 1 or 2 to respond to) will be available on Canvas.

During the second week of each module, you must respond to at least two of your classmate's video logs. Video logs can be in the form of a comment (about 50-100 words) or approximately 1-2 minute voice comment. In the responses, attempt to answer any questions raised by your classmate, elaborate on connections that you may observe in their reflection and your experience so far with the field study, share any other resources that maybe helpful, and share any pointers that you have learned from other courses or trainings that you have participated in.

Final Project Selection (Due 2/23)

Complete the survey on Canvas to select your final project option. To make your choice, please reference the information on each of the deliverable options below under Final Project. Final project selection is mandatory, but not graded.

Mid-semester Evaluation (Due 3/15)

I want to hear your feedback on the course experience. Please complete a brief survey that will be posted on Canvas. Thank you in advance for your participation. This assignment is non-graded and anonymous.

Final Video Reflection (Due 5/12)

Record a 5-7 minute video reflecting on your field study. Prompts will be listed on Canvas.

Final Project (Due Date: 5/17)

In an effort to make this experience as relevant as possible to your future career, you have the choice of four options for your final project for this course. Your selection of Final Project is due Feb 23 on Canvas (see above). All page range referenced in this section are single spaced, with 12-point font, and use APA formatting style.

• **Poster Presentation**

- Create a professional poster for presentation at a poster session of your choosing
 - Identify a conference poster session that you would like to present at. Develop a poster topic based on your interests, experience, and the goals of the conference. Locate the call for proposals and complete the proposal, drawing from research and experience. Be sure to respond to any parameters required in the call for submissions.
 - This can be a proposal / poster that you plan on pursuing or this can just be practice. You may use these for just this assignment, if you wish.
 - Design an informative and visually appealing poster drawing from your proposal. Submit a copy

of your poster in PDF format.

- Submit a 1-page essay including details about the poster session you are designing for and reflecting on your process creating the poster.
- Also submit the call for the poster and any poster requirements that the conference organizers have shared.

- **Conference Report**

- Write a 5-6 page report on a professional conference that you have attended this semester. The report will include an overview and goals of the conference, details on at least three presentations (these can include your own presentation if applicable or poster presentations) and how these presentations shaped your thinking or practices as an information professional, 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.

- **Job Application Packet**

- 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:
 - Copy of the original job ad.
 - 1-2 page cover letter tailored to the specific position (even if not required), and a current resume or CV.
 - 1 page essay containing background research on the institution to which you are applying. Prompts are listed on Canvas.
 - 2-page reflection essay explaining how the skills you have developed at your field study have strengthened your application.
- Resources for the job hunt and formatting cover letters and CVs / resumes will be posted on ELMS.

- **Create Your Own**

- You have the option to design your own Final Project. This could be a conference presentation, a session plan for a program/training that you are implementing at your field study, a portfolio, a lightning talk, a report, a website, etc. Deliverables need to have a tangible artifact to grade (such as a presentation, portfolio, website, tool, script for a lightning talk, etc.) and you must justify how your deliverable will contribute to your job search or professional development.
- All “Create Your Own” deliverables are subject to approval from the instructor. **Students interested in creating their own Final Project will need to set up a meeting with the instructor to pitch their project prior to the Feb 23 selection deadline.**
 - Pitches can be informal but be prepared to answer questions about how your proposed deliverable will meet your personal and professional goals and how you plan to accomplish your proposed deliverable (timeline, any technologies needed, etc.)
 - Once approved, student and instructor will co-create deliverable parameters.

REQUIRED READINGS

MODULE 2

Hirsh, S. (2015). The transformative information landscape: What it means to be an information professional today. In S. Hirsh (Ed.), Information Services Today: An Introduction (pp. 3-9). New York: Rowman & Littlefield Publishers, Inc. [Available via Course Reserves]

Lankes, D. (2014). Burn the libraries and free the librarians. Available at: <https://davidlankes.org/burn-the-libraries-and-free-the-librarians/>

MODULE 3

Lacey, S. & Parlette-Stewart, M. (2017). [Jumping into the Deep: Imposter Syndrome, Defining Success, and the New Librarian](https://doi.org/10.21083/partnership.v12i1.3979). *Partnership: The Canadian Journal of Library & Information Practice & Research*, 12(1), 1–15. <https://doi.org/10.21083/partnership.v12i1.3979> [Available via Course Reserves]

Johnson, Heidi. [“The Born Librarian: My Professional identity in Librarianship.”](https://acrlog.org/2016/02/01/the-born-librarian-my-professional-identity-in-librarianship/) *ACRI Log*, February 1, 2016. Available at: <https://acrlog.org/2016/02/01/the-born-librarian-my-professional-identity-in-librarianship/>

MODULE 4

First Round. [We Studied 100 Mentor-Mentee Matches – Here’s What Makes Mentorship Work](https://firstround.com/review/we-studied-100-mentor-mentee-matches-heres-what-makes-mentorship-work/). *First Round Review*. Available at: <https://firstround.com/review/we-studied-100-mentor-mentee-matches-heres-what-makes-mentorship-work/>

Farrell, B., Alabi, J., Whaley, P. & Jenda, C. (2017). [“Addressing Psychosocial Factors with Library Mentoring.”](#) *Portal: Libraries and the Academy*, 17(1), 51-69. [Available via Course Reserves]

MODULE 5

Hathcock, A. (2015). [White Librarianship in Blackface: Diversity Initiatives in LIS](http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/). *In the Library with the Lead Pipe*, Oct. 7, 2015. Available at: <http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/>

Rosen, S. (2017). [Accessibility for Justice: Accessibility as Tool for Promoting Justice in Librarianship](http://www.inthelibrarywiththeleadpipe.org/2017/accessibility-for-justice/). *In the Library with the Lead Pipe*, Nov. 29, 2017. Available at: <http://www.inthelibrarywiththeleadpipe.org/2017/accessibility-for-justice/>

MODULE 6

Eckard, M., Rosener, A., & Scripps-Hoekstra, L. (2014). [“Factors that increase the probability of a successful academic library job search.”](#) *The Journal of Academic Librarianship*, 40(2), 107-115. [Available via Course Reserves]

Hodge, M. and Spoor, N. (2012) "Congratulations! You've landed an interview: What do hiring committees really want?", *New Library World*, Vol. 113 Issue: 3/4, pp.139-161, <https://doi.org/10.1108/03074801211218534> [Available via Course Reserves]

MODULE 7

ALA Getting Started Advocacy toolkit (2020). <http://www.ala.org/advocacy/getting-started>

YALSA Advocacy Toolkit (2017). <http://www.ala.org/yalsa/sites/ala.org/yalsa/files/content/2017%20Advocacy%20Toolkit.pdf>