**Dewar College of Education and Human Services**

**Valdosta State University**

**Department of Library and Information Studies**

**MLIS 7650**

Information and Ethics

**3 SEMESTER HOURS**

**Summer 2017**

**June 7-July 27**

### Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**D**ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**E**quity Principle: All learners deserve high expectations and support.

**P**rocess Principle: Learning is a lifelong process of development and growth.

**O**wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**I**mpact Principle: Effective practice yields evidence of learning.

**T**echnology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**S**tandards Principle: Evidence-based standards systematically guide professional preparation and development.

### ALA’s Core Competences of Librarianship

**(extracted from ALA’s Core Competences of Librarianship 2009, available from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)**

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

### MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*

PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*

PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

### INSTRUCTOR

Name: Wallace Koehler, PhD, Professor Emeritus

Office Number: Online Instructor

Telephone Number: 229 333 5966 (DLIS number)

Email Address: wkoehler@valdosta.edu

Office Hours: Because this is an online course and because I do not have a VSU office, there are only “virtual” office hours. I will respond to email within 24 hours normal work days. Telephone, online, or Skype discussion can be arranged by request. Finally, I am not resident in Georgia. All communication will necessarily be by electronic medium.

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

For specific assignment due dates and specific date driven detail, please see the online courseware calendar.

### COURSE DESCRIPTION

From the MLIS website:

**“Prerequisite or corequisite:  MLIS 7000.**An introduction to the basic ethical precepts of the information professions and the importance of ethics.  The course examines differences among ethical, legal, moral, and religious systems and includes a case-study methodology to explore ethical situations in the professional practice, drawing upon lessons offered by relevant professional organizations and their ethics codes.”

### REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Wallace Koehler, *Ethics and Values in Librarianship: A History,* Lanham, MD: Rowman and Littlefield, 2015. An order has been placed with the VSU Bookstore. The book is also available through the usual online outlets as well as the publisher.

### COURSE OBJECTIVES (*Show alignment to MLIS Program Objectives (PO) for all MLIS courses*).

**“Information and Ethics” Student Learning Outcomes (SLO):**

For detailed information on SLOs, see <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/our-program/student-learning-outcome-assessments.php>. Successful completion of this (and other) elective(s) does not fulfill the requirements of a specific SLO. It does however contribute to the professionalization of the student.

Upon completion of this course, the successful student will be able to:

1. identify key ethical practices and possible modifications to those practices over time.
2. understand and apply the ethical standards of practice as described by ALA and other organizations.
3. understand the emergence of new technologies and their adaptation and impact on information ethics.

### This course contributes to compliance with 2015 ALA Standards of Accreditation, specifically sections I.2.2 and II.1. (http://www.ala.org/accreditedprograms/standards).

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Because this is an asynchronous online course, there are no class meetings or scheduled online discussions. I urge all students to discuss among themselves privately and in the online discussions. Begin by introducing yourself. Touch on your interests in information ethics and librarianship. If you have encountered an ethical situation in your library experience, please share that experience and its outcome in your introduction.

This course has about a seven-week run-time. Therefor our time is limited.

Assignments:

* In week one, write a brief – not to exceed one page – memo describing your perception of library and information ethics as it impacts your practice. Best done before you open the textbook. Grade weight: if submitted on time, 10 percent of final, all points (10). If not submitted on time, zero points; if late, 5 points.
* Weeks 1 through 3: Carefully read chapters 1, 10 and 11. Keep these chapters in the front of the mind. Check the course site frequently in the first days where I will post subsequent assignments.
* Once the list of enrollees is finalized, I will assign individual chapters (2 through 9) to groups of students (number is dependent on enrollment). No grade points.
* In week 4, if you have group partners, analyze together with your partners your assigned chapter. At the end of the week, post your analysis to the e-learning site. For those students assigned chapter 8 of the text, be aware that ALA amended the Standards of Accreditation in 2015 (<http://www.ala.org/accreditedprograms/standards>). This occurred well after the text book was in press. Be sure to include it as part of your analysis. For all, your analysis should include newer literature and professional actions. (comprehensiveness of discussion 20 points, new materials 20 points, accuracy 15 points, clarity 10 points = 55 points).
* At the beginning of week 5 and halfway through week 6, all students should individually critique the analyses of the other groups. Group members should respond to the critiques to their chapter analysis by classmates. These critiques and responses should go beyond “I agree” or “It’s nonsense.” (critiques 15 points, responses 15 points). These shall be uploaded to the course e-space.
* In week six, access your week one discussion. (10 points). Analyze the week 1 document and compare it to your understanding of information ethics at the close of the course. Prepare a paper, not to exceed three pages discussing changes to your understanding of the various aspects of information ethics. Draw upon chapters 10 and 11 for guidance.

### COURSE EVALUATION

The assignments sum to 100 points. Grades are assigned as follows:

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

### ATTENDANCE POLICY

##### This is an online asynchronous course. As such, a formal attendance policy is not practicable. Active student participation in discussions and other assignments set the “attendance standard.”

### PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent her or his own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

### DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

#####  <http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

### STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.