Fall 2015-2016 Course Descriptions
School of Library and Information Studies
March 4, 2015 – Subject to Change

**LIS 450: Information Agencies and Their Environment**

Basic communication theories and models; information users as individuals and as members of groups; production and transmission of information; nature and roles of libraries and other information agencies; the profession of librarianship.

**LIS 451: Foundations of Reference Service**

Use of databases for library and other information services; development and use of search protocols and search strategies; information resource evaluation; understanding information retrieval systems; comparison and contrast of systems and strategies for World Wide Web searching.

**LIS 517: Digital Health (Online)**

This course is appropriate for undergraduate or graduate students considering careers in the health or allied health professions, service professions, and the social services, particularly those concerned with information services for the medically underserved and members of racial/ethnic/socioeconomic minority groups in the United States of America. It’s a course for people who want to build more informed websites, search engines, or information systems for health information. It is appropriate for current or future information professionals and information providers in diverse settings: medical libraries, public libraries, healthcare organizations, community agencies, middle and high school library media centers, and academic libraries serving students intending careers in the health or allied health professions. Finally, it is for all people who need to navigate the maze of health information as consumers, patients, and caregivers to patients.

This 3-credit course covers topics including: the identification of appropriate and accurate materials for consumer health and family education; the ethical and organizational policy issues that arise when providing consumer and family health information in different settings; the role of the public media in disseminating health information; the health-related information needs and preferences of racial/ethnic minority populations in the US; and health information technologies, from search engines to websites to apps, that put people in charge of managing their own health information.

This is an extremely customizable course for everyone, based on students’ interests, expectations, and professional or pre-professional needs. If you have particular learning or career goals in mind that revolve around consumer health information, I encourage you to contact me and see how the course can best help you meet those goals.

**LIS 551: Organization of Information**

Introduction to bibliographic organization and control, including cataloging, classification, indexing, file organization, vocabulary control and retrieval strategies.
**LIS 619: Music Research Methods**

Cross-listed Music Department class. Timetable description: Historical and contemporary bibliography resources for musical scholarship; general reference tools of scholarly work and specific musicological works.

**LIS 620: Field Project in Library and Information Studies (Online)**

The purpose of this course is to provide students with the opportunity to gain professional experience in an information agency. The course consists of a minimum of 120 hours in the agency and class participation, including seminar meetings (that may be online) to discuss the placements and the application of professional theory to the work place. You will work with the supervising librarian at your agency to determine your work responsibilities and schedule; your schedule must be flexible enough to accommodate possible weekday, weeknight and weekend hours.

May not be taken in the same semester with LIS 826.

Enrollment and credits:

Students in school libraries will enroll in C&I 620, not LIS 620, and must work in two schools (140 hours in one placement, 70 in another) for a total of 210 hours and 3 credits.

All other students will enroll in LIS 620 and spend 120 hours at the host agency for a total of 3 credits.

To receive your placement:

- **On-campus students:** See the “Practicum” section of the SLIS website: [http://www.slis.wisc.edu/620candi620.htm](http://www.slis.wisc.edu/620candi620.htm) First, review the “Directory of Placements”. Please note, the updated Directory will be posted on the website during early March. Next, complete the “Placement Request Form” for on-campus students. Send the Placement Request Form with your resume and course history Allison Kaplan (agkaplan@wisc.edu) who will facilitate the placement.

- **Distance students, and on-campus student who wish to be placed off campus:** begin with the Practicum section ([http://www.slis.wisc.edu/620candi620.htm](http://www.slis.wisc.edu/620candi620.htm)) of the SLIS website, and also follow the link to the distance-specific information at [http://www.slis.wisc.edu/practicumde.htm](http://www.slis.wisc.edu/practicumde.htm) Complete the Placement Request Form for distance students, and send it to Allison Kaplan (agkaplan@wisc.edu) with your resume and course history to begin the process of practicum placement.

**LIS 622: Children’s Literature (Online)**

Survey class focusing on literature for children (birth to age 14) in all of its formats also includes techniques of reading guidance in school or public libraries in relationship to developmental interests, needs and skills of children.
**LIS 635: Reference and Information Services (Online)**

Theories, principles and practices in selected aspects of reference and information services. A 30-hour reference or information service practicum is an optional component of this course.

**LIS 639: Pedagogical Theory and Practice**

Introduction to pedagogical theory, training tools, and teaching skills needed in a variety of informational instructional settings such as academic and public libraries, archival institutions, museums, and software training facilities. Applicable for students interested in information literacy instruction, online teaching, technology training, and group instruction.

**LIS 640-001: Topic: Project Management & Systems Analysis (Online)**

Project management skills are vital in EVERY discipline. Why not learn how to effectively communicate with a customer, manage a diverse team, elicit project needs, estimate schedules, manage costs, and close a project?

This course is designed to explore the concepts and practical implementation of project management principles. In a practical sense, students will examine the use of project management to successfully initiate, plan, execute, control and close a project. Special attention is given to the current standards of the Project Management Institute.

**LIS 640-004: Topic: Theories of Social Informatics (meets with 910)**

This course has two intertwining goals. The first goal is to learn to better conceptualize the ways that information systems and information and communication technologies (ICTs) interact with society. Since information systems pre-date ICTs, we cross the line between digital and non-digital information systems numerous times. “Social informatics” can be defined as research that examines the design, uses and consequences of information systems in ways that robustly account for their cultural and institutional contexts. Social informatics embraces “social factors” and makes them the focus of research rather than variables to be controlled. Because information systems are everywhere in both formal and informal institutional contexts, the course will not focus on any particular domain of use, but rather will jump around between forma contexts like libraries or “science” and corporations to informal domains like online communities or families. The second goal of the course is for students to increase their understanding of different definitions and uses of theory within research and scholarship, different ways of evaluating the “goodness” of theory, and different ways of classifying or distinguishing theories (e.g. grand theories vs. middle level theories).

**LIS 640-005: Topic: Computational Literacy in Education**

Meets with Curriculum & Instruction 975-002. This course is designed to support students in gaining a computational lens on and fostering computational literacy in educational research.
No prior experience with computer programming, digital fabrication, or data analytics is required, suggested, or expected; prior experience in working with research questions in social sciences research is strongly suggested. A successful student will learn why, where, and how computation is useful for understanding education, and, as such, it will involve learning to write computer programs in the service of gaining that understanding.

**LIS 644: Digital Tools, Trends, and Debates (Online)**

Overview of information and communication technologies, digital media, and standards in relationship to information agencies within the context of current societal controversies.

The course goal is to provide students with:

Broad awareness of digital technologies in use in libraries and other information agencies. Ability to evaluate, select, and work with appropriate digital technologies in a library context.

Awareness of the social forces that create and shape the use of digital technologies, ensuing controversies that can arise, and the complex relationship between digital technologies and the future of information agencies.

Self-sufficiency in continual acquisition of technical knowledge.

**LIS 645: Intellectual Freedom**

An examination of intellectual freedom in the United States including censorship, minors' rights, the Internet, privacy, and copyright with focus on theoretical questions related to the First Amendment to the U.S. Constitution, and historical developments.

**LIS 650: History of Books and Print Culture in Europe and North America**

(Cross listed with Art History, History, and Journalism)

History of books and print culture in the West from the fifteenth century to the present, with emphasis on the eighteenth and nineteenth centuries. The influence of the codex and print media on social, cultural, and intellectual life. Methodologies, theories, and sources for study of book history, print culture, and archival research.

Meets with LIS 950.

**LIS 654: Management of Information Agencies (Online)**

Catalog description: Survey of concepts and skills necessary to perform in an information services organization. Service needs assessment, goal and objective setting, staffing, budgeting and evaluation.
This course covers basic management techniques, including budgeting, human relations, planning, evaluation, policy-making, and advocacy, in the context of overlapping dimensions of societal change: technological, social/cultural, economic/political, and environmental. We will consider how these dimensions of change affect use of basic management techniques. Assignments will both focus on developing practical skills and take a critical look at different philosophies of management.

**LIS 655: Collection Management**

The study of collection management in all types of libraries and information centers. Includes analysis of information needs, criteria for selection, collection use evaluation, weeding, preservation, and contemporary changes in access and ownership.

Course Objectives
At the conclusion of the course, students will be able to:
• Describe the theoretical and practical issues associated with the management of library collections
• Identify the challenges of collection management facing information professionals in various types of libraries and information agencies
• Evaluate issues regarding access vs. ownership information resources
• Create and evaluate collection policies

Students must have completed LIS 451 before taking this course.

**LIS 710: Research and Evaluation Methods for Library and Information Studies (Online)**

Introduction to the principles, approaches, and methods of evaluation and research in the LIS field. Covers the knowledge and skills required to conduct and analyze research and evaluation studies, including topics on methodology, data collection, and data analysis. Guided practice in the development and implementation of an evaluation or research study.

**LIS 722: College and University Libraries (Online)**

Place of the library and librarian in the instructional program; special units of study devoted to administration of the library, budgets, buildings, departmental libraries and cooperative ventures.

**LIS 734: Introduction to Archives**

This course will serve as an introduction to the field of archives, providing students with an overview of their history and purpose, as well as an introduction to the concepts integral to archival work. Through a combination of readings, discussions, writing, and project work, students will be introduced to the concepts of appraisal, arrangement & description, reference, outreach, preservation, ethics, technology, project management, and advocacy in relation to all formats of archival materials (manuscript, digital, photographic, audiovisual, and object-based records) in many types of archival institutions. The course offers an introduction and is appropriate for all
students, but will provide an important framework for students planning to follow the archives track.

**LIS 772: Library Services to Children and Young Adults**

The theory and structure of public library service to children and young people (ages birth to 21), its function in the community, and techniques of administration.

**LIS 820: Topics in Community Engagement**

This service-learning course addresses the development, implementation and evaluation of community outreach initiatives that engage literacy and other information needs. A core course concern is the relationship between power, knowledge and information for low-income communities of color in Dane County, home to the nation’s widest black/white economic and educational achievement gaps. These gaps contribute to a pipeline of accumulating risk factors that too often ends in Dane County’s justice system, which arrests and incarcerates more black youth and adults on a per capita basis than any other jurisdiction in the United States. Students can select from a variety of service-learning placements addressing literacy and/or information needs in underserved communities, including court-involved adults and youth. Placement options include Madison Public Library’s Bubbler makerspace program—named for Wisconsin’s iconic drinking fountain—which taps community resources to encourage hands-on, peer-supported learning and digital literacy. Biweekly seminars will consider the local and national racialization of crime and disadvantage; the school-to-prison pipeline; Hip Hop and the politics of illiteracy; library makerspaces and the production of knowledge; the curation and interpretation of community archives; and the evaluation of learning initiatives. Engaging race, literacy and digital technologies, we will probe the power to reclaim voices, histories and futures. Prior experience with digital technologies is not required. Enrollment is by permission of the instructor.

**LIS 826: Field Project in Library and Information Literacy Instruction**

826 is a field project partnership between SLIS and campus libraries participating in the coordinated Libraries’ Teaching & Learning Programs at UW-Madison. The 120-hour practicum component of the course has three parts: teaching information literacy sessions for ESL students (10-12 hours); observing and assisting with information literacy sessions for undergraduate Communication A required courses (15-20 hours); extensive work with instruction projects at a home site library (80-90 hours). In addition, there are seminar meetings with a variety of activities related to learning theory, pedagogy/andragogy, lesson planning, assessment, and the online tutorial software, Captivate, which you will use for some of your projects. You must be able to keep half day chunks of Monday, Wednesday, Friday (two of these) flexible for the Comm A classes (heaviest weeks 3-10); the schedule will be set when the Teaching & Learning Programs office has all the session requests—usually by end of week 2 of the semester. Also—we may need to meet for an hour the week before classes start.

May not be taken in the same semester with LIS 620.

**LIS 853: Metadata Standards and Applications**

Overview of major metadata schemas used in digital environments. Covers principles of metadata development, and evaluates existing standards and applications. Focuses on design and applications
of metadata schemas for distinct domains and information communities, issues in metadata interoperability, vocabulary control. It also has this update: This course provides an overview of the design and use of metadata for resource description and retrieval in digital environments. Students learn to implement and evaluate standard schemes used in cultural heritage, commercial and other contexts including Dublin Core, MODS, VRA and others. Issues of information behavior, interoperability, quality control, and vocabulary control and project management are covered.

**LIS 855-001, 002: Topic: Leadership (1 credit)**

"Leadership"--how is it defined? What does it mean to you? How do you take your confidence and skills for leadership to the next level and how do you lead regardless of your formal position and title within the organization? This course will focus on the competencies of Self-Awareness, Decision Making, and Fostering Deliberation and Bridge-Building in the UW Center for Leadership and Involvement Leadership Framework model. Students will explore concepts in the context of their own strengths and values through group activities, reflective writing, and presentations. We'll talk about some of the many theories of leadership but heavily focus on activities to help you further explore yourself as a leader.

**LIS 855-003, 004, 005: Topic: Budgeting: A Survival Guide (Online; 1 credit)**

Overview of the concepts and skills needed to interpret, create and reconcile budgets for programs, grant proposals, departments, and organizations. This course prepares information professionals to understand the terminology, methods, and tools of budgets, finance, and accountability, and to use funds strategically and effectively.

**LIS 861: Information Architecture (Online)**

The course covers how traditional library science concepts such as the organization of information and user services apply to web design, and examines the basics of usability, navigation, web evaluation, and ongoing web information system management.

**LIS 910: PhD Seminar: Research Design & Methodology: Social Informatics**

Meets with LIS 640-004. See general description there; additional requirements for PhD students.