

7963 Syllabus

LIS 7992/3 G01: Practicum, Spring 2017

St. Catherine University, Master of Library and Information Science Program (As of 1/03/13)

Credit hours: 2 or 3

Time: Friday, 5:00 PM – 7:00 PM, CdC 005

Instructor: Anthony Molaro, PhD

Office: CDC 49; Hours: before/after class & by appointment

Contact:

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Office phone: 651-690-6626

Twitter: [infoactivist](#)

Blog: informationactivist.com

Course website: Registered students may request access through D2L

Note from the instructor

“Authenticity is a collection of choices that we have to make every day. It’s about the choice to show up and be real. The choice to be honest. The choice to let our true selves be seen.”

— Brené Brown

I want to know what you think, who you are, and where you come from. You don’t have to agree with me, or each other – I only ask that we learn to respectfully disagree and still be able to engage in meaningful discussion. College is a place to expand your mind by learning about others’ realities, ideas and perspectives. So let’s do it! Don’t ever be afraid to write or say something just because others may disagree. This is part of using your voice, becoming a scholar and “claiming your education”.

Please know I love teaching this class and I have faith in each and every one of you. I also have high expectations. This is not undergraduate college. If you skated by in undergraduate college – that’s not realistic here. If you worked hard in undergraduate college, plan to work even harder here. You are here because we believe in your potential. My responsibility is to challenge you to be the best scholar you can be. Your end of the deal is to do the work - not half way- but all the way. You and your families are making a substantial investment for you to be here. Please don’t waste your (or their) money or my time. Challenge your brain. Look up words! Read it until you get it, and ask if you don’t. Support each other. Listen. Think. Learn. Teach. (Adapted from Donna Hauer, Director of MIPS).

I. Course Description

Supervised, unpaid experience (80/120 hours) in an approved library or information center under the direction of a MLIS faculty member. The student, library supervisor, and faculty member develop student learning outcomes that address both learning needs of the students and project needs of the co-operating library or information center. The library supervisor and faculty advisor will meet periodically with the student to review progress.

2 or 3 credits. Prerequisite or co-requisite: Ten courses including 7010, 7030, 7040 and required management course; GPA of 3.3 or higher; instructor permission. Effective Fall 2013: Ten courses including: 7010, 7030, 7040, 7050, 7700, Touchstone; GPA of 3.3 or higher; and instructor permission. The faculty strongly recommend completion of 24 credits to enroll in the practicum.

II. Course Texts

Required

None

Recommended

III. Goals & Student Learning Outcomes

Course Learning Outcomes

By successfully completing this course, the student will be able to:

Learning Objective	SLO	Assessment Method
Formulate a	SLO 1, 11, 12	<ul style="list-style-type: none">Seminar

professional cover letter and resume tailored to a specific job description.		<ul style="list-style-type: none"> • Discussion • Resume Activity
Demonstrate knowledge of the operations of a library or information center.	SLO 1, 3, 7	<ul style="list-style-type: none"> • Journal • Final Presentation
Identify a variety of role models within the library and information profession to help guide a future career.	SLO 12	<ul style="list-style-type: none"> • Seminar Discussion
Test skills in specific facets of library and information management	SLO 6, 7, 8, 10	<ul style="list-style-type: none"> • Field Experience • Seminar Discussion • Journal
Incorporate professional input and feedback concerning performance into ongoing professional performance	SLO 2, 3, 12	<ul style="list-style-type: none"> • Field Experience • Site Supervisor Feedback • Site Visit
Actively participate in the professional activities or duties of a librarian or information specialist	SLO 6, 7, 8, 10	<ul style="list-style-type: none"> • Field Experience • Journal
Integrate the theory and practice of librarianship	SLO 2	<ul style="list-style-type: none"> • Field Experience • Journal • Final Presentation

IV. Course Philosophy & Learning Strategies

The approach taken in this class is inquiry and project/problem-based learning, described as:

- Student-driven
- Focused on exploration, questioning, critical thinking, and reflection

- Goes beyond information accumulation in a quest for knowledge that favors depth over breadth
- Seeks solutions, not answers
- Collaborative learning using diverse expertise to teach each other

Resources we bring to the learning:

- Knowledge of and experience with management and leadership
- Knowledge of and experience with critical thinking/research
- Teamwork in social and professional settings
- Motivation
- Life experience

V. Master Calendar

Date	Activity/Topic	Due
Session 1: February 03	<ul style="list-style-type: none"> • Class overview • Resume and cover letters • Discussion of site experiences to date 	<ul style="list-style-type: none"> • Learning contract
Session 2: February 24	<ul style="list-style-type: none"> • Mentoring • Discussion of site experiences to date 	<ul style="list-style-type: none"> • Journal • Resume and Cover Letter
Session 3: March 17 (Highland Café and Bakery)	<ul style="list-style-type: none"> • Prepare questions for site supervisors • Discussion of site experiences to date 	<ul style="list-style-type: none"> • Journal
Intersession: March 17 – April 07	<ul style="list-style-type: none"> • Tony visits sites 	The student will take the lead in arranging a site visit between the faculty member and the site. The site visit typically lasts 45 minutes, the first 30 minutes is a discussion between the site supervisor, student and faculty, and the last 15 minutes the student leads the faculty member on a tour.
Session 4: April 07	<ul style="list-style-type: none"> • Site supervisors 	<ul style="list-style-type: none"> • Journal

	visit our class	
Session 5: May 05	<ul style="list-style-type: none"> • Final Presentations 	<ul style="list-style-type: none"> • Presentation • Journal

VI. Assignments and Course Requirements

Resume & Cover Letter (5% of grade)

You will select a job description that interests you. You will write a cover letter and resume tailored to that job. The cover letter should address specific attributes highlighted in the job description. We will discuss cover letters and resumes in more detail during our second class session. You will print and collate your cover letter, resume and job description (in that order) and bring enough copies for everyone in class. We will review them all together and all copies will be returned to you.

Due: February 24

Journal (60% of grade)

You will keep a professional work journal during this class experience. This journal will serve two functions:

- You will highlight events that stand out from your time on site. This should include things you have learned. For example, if someone asks an interesting reference question, you should record the question and the source you used to answer it. Please read the following *INC* [article](#) for more details.
- You will thoughtfully reflect on one event every other week using critical analysis (2/10, 2/24, 3/10, 3/24, 4/7, 4/21, and final 5/5).
- Both of these functions will be accomplished in a single journal that you will create using Google Drive. You may create a single document or a folder with documents for each week. In either event, you will share the document or folder with me during the first week.

Below is an example of “simple description” vs. “description with critical analysis.” Do keep in mind that these are only examples. Your journal entries will be unique to your experience.

Simple Description, No Critical Analysis:

This week I traveled with the outreach librarian on her weekly visit to assisted living centers for senior citizens. I helped her distribute the materials and spoke with some

of the patrons to discover what they wanted to “read, watch or listen to” next. It was a fulfilling experience.

Description with Critical Analysis:

This week I traveled with the outreach librarian as she visited two assisted living centers for seniors in order to distribute materials they had requested and to pick up materials they were finished using. The visits were eye-opening because I realized that although the library materials were important to the seniors, the human connection with the librarian was probably even more significant.

The conversations the librarian had with the seniors showed that she not only understood their reading or listening needs but that she cared about them as individual people; she never rushed but took time with each individual. In the classroom, we learned about the emphasis on listening to patrons (i.e., RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers) but this week’s outreach to seniors made it tangible how librarians and our outreach services can make a difference.

While we were on our first stop, I noticed that I was feeling that we should be working faster in order to complete our rounds and I cut short one gentleman when taking down his requests. But by her example, the librarian showed me that I needed to slow down and work on my patience to provide good service. This reminds me to ask the librarians if they intuitively know how to deal with particular types of patrons or if this is something that they learn over time (or a bit of both), and what training staff receive.

Due: Ongoing

Final Presentation (20%)

You will select one learning objective from your learning contract. You will reflect on that learning objective and will relate it to one of the program’s Student Learning Outcomes. You will present on your contract learning objective, the SLO, the method(s) you used to gain mastery of that skill and what assessment you used to know that you accomplished it. The presentation will be 7 minutes long (strictly enforced).

The objectives of the MLIS degree program are to develop information literate, reflective practitioners who have the ability to:

1. Identify and analyze information needs and opportunities of individuals and organizations.
2. Demonstrate critical thinking by integrating relevant models, theories, research and practices.
3. Demonstrate management, interpersonal and organizational skills.

4. Demonstrate leadership and advocacy skills.
5. Communicate knowledge from library and information studies and related disciplines.
6. Demonstrate information technology fluency.
7. Demonstrate understanding of the selection, acquisition, licensing, organization, preservation, retrieval, and use of recorded knowledge and information resources.
8. Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information.
9. Demonstrate awareness of diverse groups and how to serve them effectively.
10. Teach others to identify, analyze, organize, and use information.
11. Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.
12. Participate in ongoing professional development.

Class Participation (15% of grade)

Active class participation is essential to the atmosphere of this class because we learn from each other and participation acts as a model of reference work itself. Full points (15 points) will be given if all the following criteria are met: Completing all case studies and assignments on time, being prepared to discuss the readings, perfect attendance, regularly contributing to class discussions, regularly contributing in small group exercises, encouraging others to participate in asking questions and making relevant comments during class discussions and lectures. The scale goes down to one (1) point for the following: Two or more absences, incomplete exercises, no contributions to class discussions, little contribution to small group work.

VII. Assessment

Grading Scale

100-95	A
94-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-74	C
73-70	C-

Assignments and Grading

All assignments are expected to have:

- Your name, date submitted, and assignment title (e.g., Cast Study #1)
- Page numbers
- An original title for the assignment if any
- 1" margins
- 12 point Times New Roman or a similarly readable font style
- Double-space
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
 - If you are not familiar with APA format, please visit the CSC Library website at <http://www.stkate.edu/library/guides/style.html>

Incomplete Grade

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor's discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean.

VIII. Other Course Requirements & Information

Assignment Due Dates

All assignments are due at the beginning of the class period. Late assignments will be accepted for up to 3 days after they are due, with a 3% reduction in grade per day late.

Sometimes emergency or other understandable circumstances prevent students from turning in assignments on time. In these cases, assignments more than 3 days late may be accepted on consultation with the instructor prior to the due date.

SCU Attendance Policy

St. Catherine University has instituted an [attendance policy](#) for its graduate classes. Of note is the policy that the Registrar may drop those who do not attend the first class session.

Professionalism and Academic Integrity

Regular attendance is very important. It is very difficult to keep up without attending every class. If you will miss class, you should notify the instructor in advance.

You are responsible for checking your St. Kate's email account for messages from the instructor. Please check your email at least once a day.

St. Catherine University expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. Appropriate credit must be given to original creators of all works used.

Major violations are cheating and plagiarism. Cheating includes copying others' works, collaborating without authorization, and accessing others' computer files without authorization. Plagiarism includes intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. Please see the [St. Catherine University Academic Integrity Policy](#).

Special Needs

Saint Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at **651-690-6563** to discuss academic adjustments or accommodations.

Emergency Situations

St. Kate's has an [Emergency Preparedness](#) page. We hope no one will be infected, but if you are, we will make every effort to allow you to complete the course without physically attending class.

Since St. Catherine University is committed to the healthy well-being of our community, we support The Centers for Disease Control's following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should notify their professors of their absence. Faculty will provide opportunities for these students to participate in alternative delivery of class material due to illness.

Inclement Weather

Should the weather create conditions that are unsafe for us to have classes on campus, the instructor reserves the right to hold class online. This may include classes in which the university may or may not cancel classes. Should the instructor deem travel conditions hazardous, while the school remains open, the students will receive an email about holding class online (either synchronously or asynchronously).

Religious Observances

I want to be sensitive to the honoring of your observation of religious and spiritual holidays. Please speak with me in advance regarding an absence for this reason.

Respect

I ask that people be sensitive to not use language that intentionally demeans or is otherwise harmful to individuals or groups. I realize one is not always aware of what language is and is not hurtful. This class is about exploring and respecting diverse ideas, experiences, values, and communication styles. All comments deserve respectful hearings. You are not pressured to *agree* with everything others say, but you are expected to respectfully listen to others' views and experiences and make changes accordingly. Also realize that intent does not equal impact. We can offend each other without intending to. Should that happen, I trust appropriate apologies will be offered. (Borrowed from Donna Hauer, Director of MIPS).

IX. Course Outline and Schedule

Session 1, February 03 Introductions and Mentoring

Readings:

Baer, D. (2013). Don't be boring: how to write a cover letter that can get you the job. *Fast Company*. Retrieved from <http://www.fastcompany.com/3016727/leadership-now/dont-be-boring-how-to-write-a-cover-letter-that-can-get-you-the-job>

Baer, D. (2014). The seven secrets to an eye-catching, gig-nabbing cover letter. *Fast Company*. Retrieved from <http://www.fastcompany.com/3026152/work-smart/the-7-keys-to-an-eye-catching-gig-nabbing-cover-letter>.

Fried, J. (2010). Never read another resume again. *Inc.* Retrieved from <http://www.inc.com/magazine/20100601/never-read-another-resume.html>

Kati, R. (2014). Tips for writing amazing cover letters. Retrieved from <http://inalj.com/?p=60605>.

Hardenbrook, J. (2011). Cover letters, resumes, and interviews, oh my! Retrieved from <http://mrlibrarydude.wordpress.com/2011/04/20/cover-letters-resumes-and-interviews-oh-my/>.

Stock, J. A. (2013). How to nail your next phone interview. *Fast Company*. Retrieved from <http://www.fastcompany.com/3020693/dialed/how-to-nail-your-next-phone-interview>

Due: Learning Contract

Session 2, February 24 Resume and Cover Letters

Readings:

Claman, P. (2010). Forget mentors: Employ a personal board of directors. *Harvard Business Review*. Retrieved from <https://hbr.org/2010/10/forget-mentors-employ-a-person/>

Fineman, M. C. (2013). Feed your career octopus: tips for finding (and keeping) awesome mentors. *Fast Company*. Retrieved from <http://www.fastcompany.com/3009726/dialed/feed-your-career-octopus-tips-for-finding-and-keeping-awesome-mentors>

Hannon, K. (2011). How to find a mentor. *Forbes*. Retrieved from <http://www.forbes.com/sites/kerryhannon/2011/10/31/how-to-find-a-mentor/>

Session 3, March 17 (at Highland Café and Bakery)
Site Supervisor Questions

Readings:
None

Session 4, April 07
Site Supervisors Visit

Readings:
None

Session 5, May 05
Presentation

Readings:
None

LIS 7992/3 MLIS PROGRAM, ST. CATHERINE UNIVERSITY

FORM 1: LEARNING/CONTRACT PRACTICUM AGREEMENT

Students enrolled in the practicum course must complete this form and obtain signatures by the 2nd seminar meeting. Please bring two copies, one for me to sign and return and one for me to keep.

Practicum Site Information		
Practicum Site:	Site Supervisor Name:	Supervisor Title:
Supervisor Email:	Supervisor Phone:	Site Address:
Student Information		
Student Name:	Student Email:	Student Local Phone:
Student Mailing Address:		
Work Information		
Semester:	Year:	No. Hrs/Week:
Beginning Date of Work:	Ending Date of Work:	

Instructions: List at least three **measurable learning objectives** that can be evaluated at the end of the practicum.

Objective #1	
What?	
How?	
By What Date?	
How Measured?	

Objective #2	
What?	
How?	
By What Date?	
How Measured?	

Objective #3	
What?	
How?	
By What Date?	
How Measured?	

SIGNATURES (Handwritten signatures are required for this document)

Student: _____ **Date:** _____

Site Supervisor: _____ **Date:** _____

Practicum Instructor: _____ **Date:** _____

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FORM 3: WORK PROGRESS REPORT to be completed by SITE SUPERVISORS

Please fill out a **SEPARATE** work progress report twice during the semester. The first report will be near the beginning of the term (around February 24, 2017). The first report is just letting us know all is well or if there are any problems. The second and final report should be turned in by May 5, 2017. If problems arise during the semester, please use this form to notify me and we will seek to remedy the situation.

Student Name:	Practicum Site:	Unit/area worked in:	Total hours worked in week:
Supervisor Name:	Name(s) of supervisor(s) for the student's work if other than main supervisor:		

Instructions for the Work Progress Report Chart

In the work chart, list the specific activities completed by the student in each area or department where training was supervised.

Evaluate the degree of skill possessed by the student for each work activity, using the following code:

1. Superior performance.
2. Acceptable performance.
3. Unacceptable performance.
4. New skill/not yet ratable

Work Progress Evaluation Chart

Date	Progress towards learning objectives (add rows to chart if needed)	Degree of Skill			
		1	2	3	4

PROVIDE COMMENTS ON THE STUDENT'S PERFORMANCE FOR THE WEEKLY WORK ACTIVITIES

The instructor appreciates qualitative comments/observations about the student's performance and progress from site supervisors. If needed, add space to the digital document or attach a separate page.

Supervisor's Signature: _____ **Date:** _____ (If sent over email, the email constitutes a signature)

Practicum Instructor Contact Info:

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