



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nqəmí̄nəm speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LAIS 607 Doctoral Proseminar – Course Syllabus (3)

Program: LAIS

Year: 2019-2020 W1

Course Schedule: Thursdays, 2-4:50pm

Location: IKBLC 461

Instructor: Dr. Lisa P. Nathan

Office location: IKBLC 481

Office phone: 604-822-0051

Office hours: Wed., 10-noon

E-mail address: lisa.nathan@ubc.ca

Learning Management Site: <https://canvas.ubc.ca/>

Course Goal: This seminar course provides doctoral and advanced master's students with an orientation to current research and the academic disciplines in library, archival and information studies (LAIS). It familiarizes students with key schools of thought in the field, provides background on reference disciplines, examines significant research streams, and helps students begin developing their own areas of interest. The course is designed around three broad areas of focus within iSchools: people, information and technology and emphasizes the multidisciplinary nature of LAIS.

Course Objectives:

Upon completion of this course students will be able to:

1. Discuss major themes within the LAIS field, drawing upon knowledge of the key schools of thought and research streams
2. Critically assess the nature and role of research and publication in LAIS
3. Articulate the commonalities and differences among the LAIS disciplines
4. Understand how theory influences and is influenced by LAIS research
5. Independently select, critically assess and synthesize relevant research literature
6. Systematically manage bibliographic references and annotations
7. Run an effective seminar discussion
8. Prepare and present an academic talk



Course Topics:

- Major research areas and schools of thought (to be determined based on student interests)
- Scholarly communication in LAIS: publications, conferences and associations
- Bibliographic management
- Conducting reviews of research literature
- The role of theory in LAIS research
- Multidisciplinarity
- Critical assessment of research
- Scholarly writing

Prerequisites: Master`s students may attend with permission of the instructor

Format of the course: The course will follow a seminar format with assigned readings and discussions. Some of the classes will include student-lead seminars in which the readings will be selected and assigned by the students, who will present on a topic and lead the discussion.

Required and Recommended Reading:

Required:

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. *The Craft of Research, Fourth Edition* (Fourth edition ed.). University of Chicago Press, Chicago.

Additionally, required book chapters and journal articles will be available through Canvas or the UBC library system. All weekly readings are required; some readings will be identified by students in relation to specific seminar topics. Students are expected and required to read far beyond the listed materials in their specific areas of interest.

Course Assignments

Assignment Name	Due Date	Weight
Seminar Discussion Leading (2x)	To be determined in class	15% (2) = 30%
Short Writing Assignments (5)	Assigned throughout term	20%
Research Paper (or Equivalent)	Thursday, Dec. 5th	25%
Presentation Based on Research Paper/Equivalent	Nov. 22 nd or 29 th	15%
Participation [e.g., peer feedback, contributions to in-class discussions and activities]	Throughout term	10%



Course Schedule [week-by-week]:

Topic	Date
NO CLASS – Check Canvas for reading assignment	September 5
Introduction – plans and expectations for the course and assignments; Major research areas and schools of thought in LAIS; Becoming a researcher; The landscape of higher education in North America	September 12
Major theoretical perspectives informing LAIS; use of theory in LAIS research; Mapping historical trends; bibliographic management	September 19
Disciplinary and multidisciplinary in LAIS; scholarly communication across LAIS	September 26
Theme 1: Concepts of and approaches to information, records and collections Student led Seminar	October 3
Theme 1: Concepts of and approaches to information, records and collections Student led Seminar	October 10
Theme 2: Concepts of and approaches to stakeholders, professional practices and society Student led Seminar	October 17
Theme 2: Concepts of and approaches to stakeholders, professional practices and society Student led Seminar	October 24
Theme 3: Concepts of and approaches to technology in LAIS Student Seminar	October 31
Theme 3: Concepts of and approaches to technology in LAIS Student Seminar	November 7
Paper Workshop – in class (Drafts Due)	November 14
Paper Presentations	November 21
Paper Presentations	November 28

Seminar Discussion Leading - 15% (x2)

For your chosen topic, prepare and distribute 2 readings for the class, and a set of questions for discussion. You will send these to Lisa for review. After approval, it is your responsibility to post your readings (full citations and links) and questions to Canvas at least one week prior to your presentation date. The day of your presentation you will have approximately one hour to lead discussion. You will present a brief introduction (no more than 10 minutes) on the topic and lead a generative discussion closely tied to the readings.

Evaluation criteria: The quality and suitability of the readings, preparedness, evidence of understanding and critical analysis, demonstrated proficiency in running the seminar and managing the discussion.

Short Writing Assignments – 20%

Short writing assignments (approx. 1-2 pages) will be assigned throughout the term. You will receive specific instructions for each. These assignments will ground our in-class discussions. No late short-writing assignments will be accepted.

Evaluation criteria: clarity, organization, amount of pertinent detail included, depth, clarity of arguments and analytical comments, and polish.

Research Paper (or Equivalent) - 25%

You will write a paper (6,000-8,000 words **NOT** counting references) related to your research interest. Choose the formatting requirements of the conference or journal where you would ultimately like to submit the work. Possible topics should be proposed by you and discussed with Lisa. A research paper proposal will be required, but not graded, and you will receive feedback from Lisa and your peers on the suitability of the topic to the course, the scope, the organization, and the resources selected.



A proposal of an equivalent, alternative assignment that is a better match with your career goals is welcome (e.g., pictorial, short film as long as there is an accompanying abstract and reflection).

Evaluation criteria: clarity, organization, amount of pertinent detail included, depth and clarity of arguments and analytical comments, and preparation. More specifically, work will receive higher marks if it:

- demonstrates nuanced understanding of the subject matter
- is well-grounded in related research literature
- is interpretive, and calls on the concepts, problems, and/or processes that have been discussed in the course and in your further readings
- is clear, organized, and persuasive

Presentation Based on Research Paper (or Equivalent) - 15%

You will deliver a formal, timed in-class presentation of your paper during the last two weeks of class.

Evaluation criteria: clarity and organization of the presentation, verbal communication skills, ability to engage the audience, substance of the presentation.

Participation - 10%

You are expected to come to each class meeting prepared to interrogate and discuss the readings. The participation grade will reflect your preparation (having read and thought about the readings prior to class) and your engagement in the course, as indicated by participation in class discussions, peer feedback, and activities.

Evaluation criteria: evidence of having read and thought critically about assigned material, listened carefully to colleagues (including guests), quality of peer feedback, willingness to share ideas, concerns, and confusion.

Attendance:

Attendance is required in all class meetings. If you know you are going to be absent you must inform Lisa beforehand. Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Required Materials:

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. *The Craft of Research, Fourth Edition* (Fourth edition ed.). University of Chicago Press, Chicago. (Cost under \$25 CDN)

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: <https://students.ubc.ca/about-student->



[services/centre-for-accessibility](#)]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here:

<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

YOUR RESPONSIBILITIES

Your unique perspective (informed and constrained by identity, gender, spirituality, socio-cultural background, etc.) is valued in this course, as are the diverse perspectives of your colleagues. There is not a single way to interpret scholarship no matter the area.

You are expected to read all assigned material thoroughly and critically. Material from books, journals, videos and websites will constitute required readings. The materials for this course will be chosen for and with you. These will be available via the course learning management system (i.e., Canvas) typically through collections provided by UBC libraries. Assigned material may shift during the course as the topic areas covered in this class will be directed by the path of your scholarly inquiries. The positions and approaches presented in this work are disputable and I count on you to help us find and articulate problematic (and generative) areas in positioning, methodology, findings presented, argument and/or conclusions drawn. Other factors that guide the selection of material are media type, length, novelty, longevity and influence of the author(s) on the topic area.

- Take notes (do not just highlight or underline).
- Put ideas into your own words
- Ask questions of the author(s)
- Bring these questions to class

USE OF CANVAS

Check Canvas regularly (more than once a week).