



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

School 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 608 – Academic and Research Practices in Library, Archival and Information Studies – Course Syllabus (3)

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| Program: | LAIS Doctoral Program |
| Year: | 2021-22, W2 |
| Course Schedule: | Mon. 9am-Noon |
| Location: | BUCH D-209 |
| Instructor: | Dr. Lisa P. Nathan |
| Office location: | IKBLC 481 |
| Office phone: | 604-822-0051 |
| Office hours: | Mondays 1-2pm via Zoom (or by appointment) |
| E-mail address: | lisa.nathan@ubc.ca |
| Learning Management Site: | https://canvas.ubc.ca |

Course Goal:

This course will give students the opportunity to prepare for future careers by applying their advanced subject knowledge in library, archival and information studies (LAIS) to real tasks in diverse work contexts, including academic, community-based and organizational. Students will gain a broader understanding of how research communities function and how academics contribute to society and the professional world, while also gaining skills that will enable them to make their own contributions.

FNCC specialization: MAS, MLIS, and Dual students may use the assignments in this course to serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, please contact me during the first two weeks of class to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Understand the university as a social and cultural structure and its role in society [1.4]
2. Articulate the role of research and publication in the university and in society in general [1.4, 2.1, 5.2]
3. Establish personal and career goals with respect to the doctoral program [2.1, 5.3]
4. Participate in the scholarly peer review process [2.1, 5.3]
5. Participate in and critically assess public academic discourse [1.4, 4.1, 5.3]
6. Create and maintain their own research profile [2.1, 2.2]
7. Design original programs of research to enable external funding [3.1, 4.2]



Course Topics:

- The structure of doctoral education and career opportunities
- Research, higher education and the university
- Academic freedom, ethics and the practice of research
- The scholarly communication system
- Peer review
- Research visibility, impact and knowledge transfer
- Research project management
- Research data management
- Collaboration and community engagement
- Writing and communication in different styles and for different audiences

Prerequisites:

This course is restricted to students in the LAIS doctoral program. Masters students and PhD students from outside of the Information School may enroll with permission of the instructor.

Format of the course:

Class sessions will be a combination of lectures, discussions, peer-led activities and in-class exercises.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required and Recommended Reading:

There is no required textbook or custom course materials for this course. Readings will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing.

Course Assignments:

| Assignment Name | Due Date | Weight | Graduate Competencies |
|--|-----------------------|--------|-------------------------|
| Professionalism and Participation | Throughout the course | 10% | 1.1, 3.1, 5.1 |
| Student-led Seminar (x2) | Weeks 3-13 | 20% | 1.1, 1.2, 1.4 |
| Research Profile and Career Development Plan | Week 6 | 20% | 1.1, 1.4, 2.1 |
| Research Project Proposal | Week 13 | 50% | 2.1, 2.2, 3.1, 4.1, 4.2 |
| Proposal Summary | Draft, Week 4 | 5% | |
| Knowledge Mobilization | Draft, Week 8 | 5% | |
| Proposal Narrative | Draft, Week 10 | 10% | |
| Peer Feedback on Proposal Narrative | Week 12 | 10% | |
| Final Submission | Week 13 | 20% | |



Assignment Details:

Detailed assignment descriptions will be made available on Canvas. These descriptions are useful as a basic guide, but **the full description is the final word** on assignment parameters, including length and due date.

Student-Led Seminar (Two Times@10% each) – Students will lead a seminar on a topic in research or professional academic practice, drawing on their personal interests and with the guidance of the instructor. Students will select 1-2 articles or chapters to read, and guide discussion and interactive engagement during one class session.

Research Profile and Career Development Plan – Students will develop a career plan for work up to and immediately after the dissertation including: 5-year and 10-year goals and strategies for achieving them; potential research/professional positions in academia, industry, or the public sector; and reflections on their strategy for attaining professional success, be that in academia or another sector of the knowledge economy, in relation to their personal or non-professional goals.

Research Project Proposal – Students will develop an original research proposal based on a Tri-Council application format designed to further the student’s inquiry agenda. The proposal will include an original narrative, knowledge mobilization plan, budget, etc. Students will provide each other with feedback (peer reviews) as an essential part of their work. Drafts, submitted throughout the term, will enable students to test their ideas and refine the proposal as the term progresses. The final proposal, an aggregation of all the modules in their finished form, is due on the final day of the course.

Course Schedule (dates/topics may change to align with guest availability and other factors)

| Topic | Date | Assignments Due |
|-----------------------|---|-------------------------------------|
| Week 1 January 10 | Class Canceled for iSchool Orientation | |
| Week 2 January 17 | Via Zoom (link in Canvas site). Introduction to class, policies, assignments and readings | |
| Week 3 January 24 | Higher education and the role of doctoral education in a multicultural society | |
| Week 4 January 31 | Framing research for public engagement and impact Student-led seminar topics | One-page Proposal Summary (Draft) |
| Week 5 February 7 | Scholarly metrics, CVs, and publication strategies Student-led seminar topics | |
| Week 6 February 14 | Knowledge mobilization and transfer: making research relevant to diverse stakeholders Student-led seminar topics | Research Profile |
| Week 7 February 21 | NO CLASS MEETING – READING WEEK | |
| Week 8 February 28 | Reviewing: getting and giving constructive feedback Student-led seminar topics | Knowledge Mobilization Plan (Draft) |
| Week 9 March 7 | Articulating “Challenge” in research proposals Student-led seminar topics | |



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| Week 10 March 7 | Articulating “Feasibility” in research proposals Student-led seminar topics | Proposal Narrative (draft) |
| Week 11 March 14 | Articulating “Capability” in research proposals Student-led seminar topics | |
| Week 12 March 21 | Budgets and justifications Student-led seminar topics | Peer Review of Narrative Draft |
| Week 13 March 28 | Ethical stances relating to research; Alternate scholarly outputs: research and creativity Student-led seminar topics | |
| Week 14 April 4 | Panel discussion on Diverse Academic Outcomes | Final Proposal Due |

Attendance:

Regular student attendance is both expected and required. If you know you are going to be absent you must inform me beforehand if at all possible. In academia, as elsewhere in our lives, we learn through our interactions with others. Participation in class-based exercises is a critical component of student learning (e.g., workshopping ideas and writing) and evaluation. 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: You will need stable Internet access and an internet enabled, functional computing device (i.e., more than a smart phone). Regular access to UBC's instance of the learning management system Canvas is essential. **If your laptop/desktop is damaged, it is your responsibility to access one of the many devices available to you as a loan from UBC (the iSchool and the Faculty of Arts have loaner laptops).**

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

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>)



Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Other Course Policies as Relevant:

The material for this course was selected with an eye towards diverse perspectives. The positions presented are disputable and I (Lisa) count on you to help us find and articulate problematic (and generative) areas in argument, positioning, methodology, findings presented 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.

I value your unique perspective (informed and constrained by identity, gender, spirituality, socio-cultural background, etc.) in this course. I also value the (likely different) perspectives of your colleagues. There is not a single way to interpret these works.

You are expected to engage all assigned material thoroughly and critically.

- Take notes (do not just highlight or underline).
- Put ideas into your own words
- Question claims and assertions
- Bring these questions to class

Late Work Policy:

All assignments are due at the beginning of a class period (2:00 p.m.) unless otherwise noted in the assignment description (in Canvas). Course time should not be used to complete and upload your assignments. Late work is assessed at 5% of final mark per day, up to 7 days, after which work **will not be accepted**. Grace periods (i.e., no late deduction) may be offered under special circumstances when you contact the instructor **24 hours in advance** of the due date.