



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

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

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Program:	LAIS Doctoral Program
Year:	2019-2020
Course Schedule:	Mondays, 2:00 p.m. to 4:50 p.m.
Location:	IKBLC 157
Instructor:	Eric Meyers
Office location:	IKBLC 485
Office phone:	604-827-3945
Office hours:	Thursdays, 10 a.m. to noon
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Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

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.

Course Objectives:

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.

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 3-12	20%	1.1, 1.2, 1.4
Research Profile and Career Development Plan	Weeks 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%	
Proposal Narrative	Draft, Week 10	10%	
Knowledge Mobilization	Draft, Week 8	5%	
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 (approximately half of one class period, or 90 minutes).

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 (Some dates/topics may be subject to change):

Topic	Date	Assignments Due
Week 1 January 6	Introduction to class, policies, assignments and readings	
Week 2 January 13	Higher education and the role of doctoral education in a multicultural society	
Week 3 January 20	Framing research for public engagement and impact Student-led seminar topics	
Week 4 January 27	Scholarly metrics, CVs, and publication strategies Student-led seminar topics	One-page Summary (Draft)
Week 5 February 3	Knowledge mobilization and transfer: making research relevant to diverse stakeholders Student-led seminar topics	
Week 6 February 10	Reviewing: getting and giving constructive feedback Student-led seminar topics	Research Profile
February 17	NO CLASS MEETING – READING WEEK	
Week 7 February 24	Articulating “Challenge” in research proposals Student-led seminar topics	
Week 8 March 2	Articulating “Feasibility” in research proposals Student-led seminar topics	Knowledge Mobilization Plan (Draft)
Week 9 March 9	Articulating “Capability” in research proposals Student-led seminar topics	
Week 10 March 16	Budgets and justifications Student-led seminar topics	Narrative (Draft)
Week 11 March 23	Ethical stances relating to research Student-led seminar topics	
Week 12 March 30	Alternate scholarly outputs: research and creativity Student-led seminar topics	Peer Review of Narrative Draft
Week 13 April 6	Panel discussion on Diverse Academic Outcomes	Final Proposal Due
Week 14 April 13	Exam week	

Expectations:

All students in LAIS 608 are expected to:

- Read the course readings critically in advance of the class session for which they are assigned
- Generate questions and comments, contribute these to class discussions, and apply them to written assignments/class exercises



- Respond to and engage with the contributions of the other students with consideration and respect
- Bring personal ideas and discoveries to class
- Relate the class material to students' professional needs and growth
- Provide periodic feedback on the content and conduct of the course

Attendance: The calendar states: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes."

To this I would add that regular student attendance is expected and participation in class-based exercises is an important aspect of student evaluation. Students who miss three or more class sessions, regardless of reason, will be significantly penalized in their professionalism grade and may see deductions on their final deliverables that are peer workshoped in 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. 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.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Students who receive a score of 75 or lower on an assignment may petition to resubmit the work with corrections, negotiated on a case-by-case basis.

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



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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.