

## COURSE INFORMATION

### INSC 590-007/008

#### Science Liaison Librarianship – Spring 2021

Wednesday, 6:30 – 9:10 PM EST

Zoom Course ID: <https://tennessee.zoom.us/j/97447973879>

Password: 590

Dates of Semester: January 20 – May 6

### Faculty Contact Information

- Wade Bishop, Associate Professor
- (he/him/his)
- [wade.bishop@utk.edu](mailto:wade.bishop@utk.edu)
- Communications Bldg., 454
- 865-974-2775
- <https://bradleywadebishop.github.io/website/>
- Office Hours: Tuesdays, 8AM-9AM EST



### SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

## COURSE INFORMATION

### Catalog Description

(3) The course will cover concepts and related issues to science information, research data management, and collaborative analysis. The knowledge, skills, and abilities liaison librarians need to more effectively facilitate collaborative research across domains includes the organization communication, project management, statistics, research, and others.

### Student Learning Outcomes

Students who complete this course will:

- Explain the knowledge, skills, and abilities liaison librarians need to effectively facilitate collaborative research;
- Describe and understand the creation and use of scientific information;
- Evaluate and create resources for a scientific community; and
- Be able to identify data needs for collaborative analysis.

Spring 2021–Bishop

**Prerequisites:** None.

**Background:**

This elective was developed for the *Collaborative Analysis Liaison Librarianship* (CALL) with funding by the Laura Bush 21st Century Librarian Program Grant via the Institute of Museum and Library Services (IMLS) in their “programs to build institutional capacity” category.

**Required Text**

Further scholarly and professional readings will be provided each week in advance of each class. Each student will be responsible for completing the readings and contributing in class discussion and participation activities. Reading materials outside of the required texts will be available on the Canvas course site.

**COMMUNICATION**

**Email**

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK email to your preferred address if you do not wish to check both accounts.

**Instructor Availability**

Please don't hesitate to email me with updates, questions, or concerns. I will typically respond within one or two days during the week, but I might not respond on the weekend. I will notify you if I will be out of town and/or if connection (or other) issues may delay a response.

## COMPUTING REQUIREMENTS AND RESOURCES

### Requirements

Since you will attend class via Zoom, you should plan to have a device that will allow you to take notes and view course readings.

### Course Resources

We will use Canvas, so make sure you can access our course via your account.

## COURSE ATTENDANCE AND PARTICIPATION POLICIES

### Learner Expectations

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code Instructor Expectations

### Instructor Expectations

- Be prepared for all classes
- Evaluate all work fairly and equitably
- Provide timely feedback
- Be respectful of all students
- Be responsive to student emails and requests for meetings
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

### Attendance and Participation

See section below, Assignments. In sum, you are expected to attend all classes and participate.

### Inclement Weather

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at <http://utk.edu>.

## ADDITIONAL POLICIES AND POINTS OF INFORMATION

### Disability Services

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in Dunford Hall at 865-974-6087, or by video relay at 865-622-6566, to coordinate reasonable academic accommodations.

### University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic

freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the [UT Principles of Civility and Community](#).

### **CCI Diversity Statement**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

### **Instructor Status as a Title IX Mandatory Reporter**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit [titleix.utk.edu](http://titleix.utk.edu).

## **ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS**

### **Academic Integrity**

Students should be familiar with the [Hilltopics Student Handbook](#), and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: “*An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. ‘As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.’*” For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort.*”

*Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”* For additional information, see the [Student Code of Conduct](#).

## Plagiarism

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

*Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
4. Collaborating on a graded assignment without the instructor’s approval.
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a [Citing Sources guide](#).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

## ASSIGNMENTS

### Assignment Descriptions and Due Dates

This table provides a brief summary of assignment by name, due date, point value and percentage of final grade. A brief description of each assignment follows the table.

Assignment	Point Value	Percentage of Final Grade	Due Date
Summary of a Community	60	20%	March 3, 2020
Interview with a Librarian	30	10%	February 17, 2020
Instructional Video	60	20%	March 31, 2020
Participation Activities	60	20%	various
Final Project	90	30%	May 1, 2020

<b>Assignment</b>	<b>Point Value</b>	<b>Percentage of Final Grade</b>	<b>Due Date</b>
<b>TOTAL</b>	<b>300</b>	<b>100%</b>	

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies
- Military obligation
- Severe weather conditions
- Religious holidays and
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Other reasons may also be approved.

Being engaged in this course is predicated on consistent attendance and timeliness, and coming to class having closely read and considered the assigned material. But more than this, “staying in class” entails frequently contributing your ideas via chat or voice to class discussions.

### **Penalty for Late Work**

10% of the grade per business day may be deducted for work not submitted by class time on the due date.

### **Participation activities (20%):**

[6 activities worth 10 pts each]

It is important to note that class participation is twenty percent of your grade because participation is an important component of facilitating learning in this class. These activities supplement other assignments. They will be described in class lectures and discussed in class meetings.

### **Interview with a Librarian (10%):**

[5 points for each item listed]

- 1) Locate and contact a willing librarian/information professional. For example, someone with a job you would like to have or know more about. This is a hectic time, but I’ve found that most librarians are very willing to help students (and like talking about themselves). This should take 20 minutes of their time.
- 2) Collect the librarians academic and work history.
  - 1) What is your current job title?
  - 2) What is your current rank?
  - 3) How many years in total have you been working in your current job?
  - 4) How many years in total have you been working with research data (including relevant higher education and experience as a researcher)?
  - 5) Please indicate your credentials and degrees.
  - 6) Please provide any other education or training you have received that is applicable to performing your job.

- 3) Your paper is your own, so you may use other questions that interest you. You should probably ask about typical liaison tasks from the readings, but all of this depends on the type of information professional you select.
- 4) Write up all that you find in a paper.
- 5) Please provide a conclusion that highlights what surprised you and what you would like to learn most in the class to prepare you for a job.
- 6) To give full attention to the paper, please produce at least 1,000 words of content.

**Summary of a Community (20%) short paper and presentation:**

[10 points for each item listed]

1. Introduce the community you chose. This might be a domain, discipline, organization, profession, or other group.
2. Provide an annotated list of the group's prominent communication outlets (i.e., journals), organizations, associations, conferences, trainings, vendors, related industries.
3. Describe the common and frequent information needs of scientists in this community.
4. Design an evaluation for how you could study this community further.
5. Prepare a summary presentation to inform other liaisons (5 min).
6. To give full attention to this assignment, please produce at least 1,000 words of content.

If you have others interested in the same resource/topic, then form a group (no more than 3).

**Instructional Video (20%):**

The instructional video you design will be shown to the class. All liaisons will present and many may teach as part of their job descriptions. It is great to hone these skills now. You may choose to create a resource that provides instruction for a single general or introductory resource or topic, or for a resource or topic that is more specialized. If you have others interested in the same resource/topic, then form a group (no more than 3).

- Your video should be 5-8 minutes in length.
- The **video** in the required format or a URL to an online location.

**Software suggestions.** You can record your presentation using screen-casting software, such as **Zoom** or **Camtasia**, or you can explore different “free” applications available online for creating your recording. [FYI: “free” is quoted because, while it may not cost you real money to sign up and experiment with these applications, you do pay in terms of data you provide (for free) and cookies you may allow to track you once you sign up ... so just be aware as a savvy digital citizen]. Some examples of applications available include: **PowToon** (<https://www.powtoon.com/home/>), **Moovly** (<https://www.moovly.com/>), **Animaker** (<https://www.animaker.com/>), and **Wideo** (<https://wideo.co/>), to name just a few. You can also use iMovie or Movie Maker, or other applications. If you know of other easy to use software for creating videos, please post a message in Canvas! (Thanks to SIS Assistant Professor Carolyn Hank for all these recommendations.)

**Video Evaluation Rubric**

<b>CRITERIA</b>	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>	<b>Total Points Possible</b>
<b>Knowledge and Understanding</b>	All of the information provided in the video is accurate. The video demonstrates that the authors have an excellent understanding of the concepts presented. Includes required number of concepts from units specified.	Most of the information is accurate. The video demonstrates that the authors have a good understanding of concepts presented. Some concepts missing, or some units not represented.	Unsure of level of understanding achieved as little evidence apparent AND/OR evidence of understanding limited to simply reiterating source materials rather than demonstrating reflective learning and application. Inaccurate or misinformation present. Unclear which concepts are being addressed.	20
<b>Clarity</b>	Engaging and informative, characterized by a clear understanding of concepts and clear and effective communication.	Would benefit from improvement; lacks effectiveness. Lack of clarity in describing and/or illustrating concepts. Leaves viewer confused about concepts.	Ineffective. Lack of major details in describing the concepts or lack of clarity to such a degree that severely limits audience's understanding of concept. Evident lack of preparedness.	20
<b>Ability to Engage the Viewer</b>	Creative, cohesive, and well organized. Easy to follow. Video content can be independently understood (meaning, a viewer does not need to confer with creators in order to minimally understand). It is interesting and keeps the viewer watching.	Content and/or production can be improved for the benefit of viewers AND/OR creativity is minimal. Recording could benefit from a redesign to make it more engaging or improve viewers' understanding of the concepts.	Content AND/OR production unsatisfactory. This may be due to lack of organization or confusing design or confusing language or jargon. Viewers would not be able to understand the concepts independently.	10
<b>Technical Quality</b>	Appropriate language, pacing and visual aids. Recording and submission compliant with all assignment instructions and all required components present.	Language, pacing AND/OR visual aids would benefit from minor improvement. Recording and submission may not be compliant (e.g., runs either too long or too short).	Language, pacing AND/OR visual aids inappropriate OR in need of major improvement.	10

**File format.** Your video must be submitted in one of the following file formats: .mov, .mv4, mp4, .wmv. Note that these are rendered movies, that is, files that will play on someone else's computer. Be sure to test your finished product ahead of the deadline.

**Style.** There are no restrictions on style. For example, you can use a narrated slide show, a recorded “talking head,” a digital whiteboard, animated graphics, a scripted scene, a recorded demonstration, some combination of the above, or something else. Be creative! I suggest you spend some time viewing online videos to get a sense of what is out there.

**Final Project and Presentation (20%):** Do not ask me what I want your research project to be about. This is an opportunity for you to select a topic that interests you! *A one-page proposal of your paper is due at 11:59PM on Mar. 10th.* This proposal is worth 12 points. The proposal should be written in sentence form (not an outline) and should contain the following:

1. Select and describe a topic, with a working title, brief description of the topic you plan to research and also a literature review for consideration (at least 3 sources). Pick a topic that will benefit your future and that you will enjoy.

The remaining points for the assignment results from these items outline in the rubric below.

2. Find **research articles** (peer-reviewed) on the topic, and use your interpretation and evaluation of the research to inform important aspects of the liaison librarianship; **DO NOT** simply summarize what has been researched, but relate the research articles to each other and synthesize a theme out of the articles you find. Each topic will have a different number of key articles, but for a final paper this length I expect~*15-20 citations*.
3. Discuss future implications for the field related to your topic and specifically for your career.
4. Finally, you will prepare a 10-minute presentation of your paper to inform the class.
5. As a semester long assignment, I have high expectations for the quality of this work. You should produce a project that is of publishable quality. I am indifferent about structure or citation style; however, be consistent and do not hesitate to ask for clarification. In fact, this opportunity of the CALL research summit means all have a venue to share what you learn in an actual presentation, paper, or poster.

To give full attention to the paper, please produce at least 3,000 words of content. The following rubric should be used:

IS 590: Rubric	12	8	4	0
Purpose (Due Mar 10)	The author presents the topic, with a working title, a brief description of the topic you plan to research and also a literature review for consideration (at least 3 sources).	The author presents the topic, with a working title, a brief description of an investigation plan, but fails to include all other required details.	The author presents the topic, with a working title, a brief description of an investigation plan, but fails to at least half of the other required details.	Topic of the paper is unclear and does not address all required details.
Literature Review	Sufficient background information and a clear review of the topic and why it is important to librarianship is evident.	Adequate background information and a clear review of the topic and why it is important to GIS is provided.	The author provides limited background information.	Insufficient or no background information is provided.
Critical Analysis of the Research	Exceptional integration and synthesis of research. Very effectively identifies and discusses implications and common themes relevant to the topic.	Research is integrated and well synthesized. Identifies and discusses some implications and/or themes relevant to the topic.	Very little integration and/or synthesis. Mainly reflects previous research findings, with very little critical analysis of the literature.	Discussion of the research is integrated poorly, with little to no critical analysis of past studies and/or articles.

Spring 2021–Bishop

Future Implications for Field	Effectively applies research findings and discusses implications for the future practice of librarianship and/or careers related to the topic.	Adequately discusses implications for the future practice of the GIS field and/or careers related to the topic.	Discussion of application to future GIS practice and/or careers is limited.	Does not discuss implications for future practice of the GIS field or careers related to the topic.
References	Author includes at least 15 peer-reviewed articles and correctly cites them according to a consistent citation style of their choosing.	Author includes between 10-14 peer-reviewed articles and cites them according to a consistent citation style of their choosing.	Author includes fewer than 10 peer-reviewed articles and cites them according to their chosen citation style.	The author includes no peer-reviewed articles and does not cite any sufficient outside research.
Grammar and Formatting	No grammatical, spelling, or punctuation errors, and paper follows a consistent format.	Few grammatical, spelling, or punctuation errors, and format is generally consistent.	More than 10 grammatical, spelling, or punctuation errors, and/or formatting is inconsistent.	More than 15 grammatical, spelling, or punctuation errors, and/or inconsistent formatting detracts from paper's readability.
Length of Research Paper	Length of final paper meets the assigned 3,000-word minimum	Length of final paper falls slightly below 3,000-word minimum	Length of final paper falls sufficiently below the assigned 3,000-word minimum	Length of final paper is unacceptable.
Presentation	Class presentation is around 10 minutes long and clearly presents the main issues of the topic.	Class presentation is around 10 minutes long and fails to cover clearly the issues of the topic.	The presentation goes substantially over or under 10 minutes in length, but covers main issues of the topic	The presentation goes substantially over or under 10 minutes in length and is unclear in covering the main issues of the topic

**Total: \_\_\_\_ / 90 points**

**Submitting Assignments, Late Assignments**

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the Syllabus. Late assignments are not accepted unless prior arrangements have been made, or if you have an unexpected emergency. Quizzes, reading reflections, and activities have firm due dates and cannot be made-up.

**Penalty for Late Work**

10% of the grade per business day may be deducted for work not submitted by class time on the due date.

## Grading Scale

Semester grades will be assigned according to the following scale:

A	93-100	Superior performance (4 quality points)
A-	90-92.99	Intermediate superior performance (3.7 quality points)
B+	88-89.99	Very good performance (3.3 quality points)
B	83-87.99	Good performance (3.0 quality points)
B-	80-82.99	Intermediate good performance (2.7 quality points)
C+	78-79.99	Fair performance (2.3 quality points)
C	73-77.99	Satisfactory performance (2.0 quality points)
C -	70-72.99	Unsatisfactory performance (1.7 quality points)
D+	68-69.99	Unsatisfactory performance (1.3 quality points)
D	63-67.99	Unsatisfactory performance (1.0 quality points)
D -	60-62.99	Unsatisfactory performance (0.7 quality points)
F	0-59.99	Failure performance (0.0 quality points)
S		Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value.
NC		No Credit; indicates failure to complete a course satisfactorily, and is only assigned for C- or worse work when a course is taken on a S/NC grading basis. Carries no point value.
I		Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control. An I carries no quality points. If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.
W		Indicates student has officially withdrawn from the course or the university. Carries no point value.

## Incompletes

Based on adopted University of Tennessee-Knoxville policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## COURSE EVALUATION

You will be invited by email to evaluate the course at the end of the term via TNVoice. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## DISCLAIMER

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas.

The course schedule may change due to unforeseen circumstances, but you will be notified of any alternations via Canvas.

## COURSE OUTLINE

\* All readings should be completed prior to the lecture.

<p><u>Week 1</u> (Jan. 20)</p>	<p><b><u>Introduction – Liaison Librarianship</u></b></p> <p><b>Read:</b> Johnson, A. M. (2020). Reference and Liaison Librarians: Endangered Species or “Vital Partners?” Views of Academic Library Administrators. <i>Journal of Library Administration</i>, 60(7), 784-799. doi:10.1080/01930826.2020.1786979</p> <p><b><u>Kranich, N., Lotts, M., Nielsen, J., &amp; Ward, J.H. (2020). Moving from Collecting to Connecting: Articulating, Assessing, and Communicating the Work of Liaison Librarians. <i>portal: Libraries and the Academy</i> 20(2), 285-304. doi:10.1353/pla.2020.0015.</u></b></p> <p>Abrizah, A., Inuwa, S., &amp; Afiqah-Izzati, N. (2016). Systematic Literature Review Informing LIS Professionals on Embedding Librarianship Roles. <i>The Journal of Academic Librarianship</i>, 42(6), 636-643. doi:<a href="https://doi.org/10.1016/j.acalib.2016.08.010">https://doi.org/10.1016/j.acalib.2016.08.010</a></p> <p><b>Suggested reading:</b> Hurt, P. (1934). "Bridging the Gulf between the College Classroom and the Library." <i>Library Journal</i>, 59, 748-51.</p>
<p><u>Week 2</u> (Jan. 27)</p> <p><u>Participation Activity #1 due</u></p>	<p><b><u>Science, Scientists, &amp; Scientific Information</u></b></p> <p><b>Read:</b> Oreskes, N. (2019). WHY TRUST SCIENCE? Perspectives from the History and Philosophy of Science. In <i>Why Trust Science?</i> (pp. 15-68): Princeton University Press.</p> <p><b>Suggested reading:</b> Midtgarden, T. (2020). Peirce's Classification of the Sciences. <i>Knowledge Organization</i>, 47(3), 267-278. doi:10.5771/0943-7444-2020-3-267</p> <p>National Academies of Sciences, Engineering, and Medicine. (2019). <i>Reproducibility and Replicability in Science</i>. Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/25303">https://doi.org/10.17226/25303</a></p>
<p><u>Week 3</u> (Feb. 3)</p>	<p><b><u>Outreach</u></b></p> <p><b>Guest Speaker:</b> Stacey Greenwell, Ed.D. Instructional Design Librarian / Liaison to the School of Information Science / Liaison to the Lewis Honors College, University of Kentucky</p> <p><b>Read:</b> Buehler, N. R. (2020). Outreach in Public, Special, and Academic Libraries. <i>The Serials Librarian</i>, 79(1-2), 57-61. doi:10.1080/0361526X.2020.1772174</p> <p>Silver, I. D. (2014, 2014 Winter). Outreach activities for librarian liaisons. <i>Reference &amp; User Services Quarterly</i>, 54(2), 8+. Retrieved from <a href="https://link.gale.com/apps/doc/A408647766/AONE?u=tel_a_utl&amp;sid=AONE&amp;xid=73efba06">https://link.gale.com/apps/doc/A408647766/AONE?u=tel_a_utl&amp;sid=AONE&amp;xid=73efba06</a></p> <p><b>Suggested reading:</b> Weerts, D. J., &amp; Sandmann, L. R. (2010). Community Engagement and Boundary-Spanning Roles at Research Universities. <i>The Journal of Higher Education</i>, 81(6), 632-657. Retrieved from <a href="http://www.jstor.org/stable/40929570">http://www.jstor.org/stable/40929570</a></p>

	<p>Eddy, M. A., &amp; Solomon, D. (2017). Leveraging Librarian Liaison Expertise in a New Consultancy Role. <i>The Journal of Academic Librarianship</i>, 43(2), 121-127. doi:<a href="https://doi.org/10.1016/j.acalib.2017.01.001">https://doi.org/10.1016/j.acalib.2017.01.001</a></p>
<p><u>Week 4</u> <u>(Feb. 10)</u> <u>Participation</u> <u>Activity #2</u> <u>due</u></p>	<p><b><u>Soft skills and Community</u></b></p> <p><b>Read:</b> Succi, C., &amp; Canovi, M. (2020). Soft skills to enhance graduate employability: comparing students and employers’ perceptions. <i>Studies in Higher Education</i>, 45(9), 1834-1847. doi:10.1080/03075079.2019.1585420</p> <p>Read, A., &amp; Cox, A. (2020). Underrated or overstated? The need for technological competencies in scholarly communication librarianship. <i>The Journal of Academic Librarianship</i>, 46(4), 102155. doi:<a href="https://doi.org/10.1016/j.acalib.2020.102155">https://doi.org/10.1016/j.acalib.2020.102155</a></p> <p><b>Suggested reading:</b> Gola, C. H., &amp; Martin, L. (2020). Creating an Emotional Intelligence Community of Practice: A Case Study for Academic Libraries. <i>Journal of Library Administration</i>, 60(7), 752–761. <a href="https://doi.org/10.1080/01930826.2020.1786982">https://doi.org/10.1080/01930826.2020.1786982</a></p>
<p><u>Week 5</u> <u>(Feb. 17)</u> <u>Interview</u> <u>with a</u> <u>Librarian</u> <u>Due</u></p>	<p><b><u>Ethnography</u></b></p> <p><b>Read:</b> Reeves, K. (2008). Qualitative Research: Qualitative Research Methodologies: Ethnography. <i>BMJ: British Medical Journal</i>, 337(7668), 512–514. <a href="https://doi.org/10.1136/bmj.a1020">https://doi.org/10.1136/bmj.a1020</a></p> <p>D’Elia, M.J. (2016). Value Proposition Conversations in Libraries: Facilitator’s Toolkit 1.0, Association of Research Libraries.</p> <p><b>Suggested readings:</b> Clement K., A., Carr, S., Johnson, L., Carter, A., Dosch Brianne, R., Kaufman, J., . . . Walker, T. (2018). Reading, writing, and . . . running? Assessing active space in libraries. <i>Performance Measurement and Metrics</i>, 19(3), 166-175. doi:10.1108/PMM-03-2018-0011</p> <p><u>Vaughan, K.T. (2020). Evaluating the Single Service Point Using the Person-Environment-Occupation Model. <i>portal: Libraries and the Academy</i> 20(2), 361-379. doi:10.1353/pla.2020.0018</u></p>
<p><u>Week 6</u> <u>(Feb. 24)</u> <u>Participation</u> <u>Activity #3</u> <u>due</u></p>	<p><b><u>Data Librarians and Research Misconduct</u></b></p> <p><b>Guest Speaker:</b> Lisa Federer, PhD, MLIS, <i>NLM Data Science and Open Science Librarian</i> National Library of Medicine</p> <p><b>Read:</b> Federer L. (2018). Defining data librarianship: a survey of competencies, skills, and training. <i>Journal of the Medical Library Association : JMLA</i>, 106(3), 294–303. <a href="https://doi.org/10.5195/jmla.2018.306">https://doi.org/10.5195/jmla.2018.306</a></p> <p>Herr, M. (2019). Responding to Research Misconduct: A Primer for LIS Professionals. <i>Science &amp; Technology Libraries</i>, 38(3), 272-287. doi:10.1080/0194262X.2019.1644268</p> <p><b>Suggested readings:</b></p> <p>Mayernik, M. S., Davis, L., Kelly, K., Dattore, B., Strand, G., Worley, S. J., &amp; Marlino, M. (2014, 2014//). Research Center Insights into Data Curation Education and Curriculum. Paper presented at the Theory and Practice of Digital Libraries -- TPDL 2013 Selected Workshops, Cham.</p>

	Budd, J. M., Coble, Z., & Abritis, A. (2016). An investigation of retracted articles in the biomedical literature. <i>Proceedings of the Association for Information Science &amp; Technology</i> , 53(1), 1-9. doi:10.1002/pr2.2016.14505301055
<u>Week 7</u> <u>(Mar. 3)</u>  <u>Summary of a Community due</u>	<b><u>Presentations from the class on their Communities</u></b>
<u>Week 8</u> <u>(Mar. 10)</u>  <u>Final Project Proposal due</u>	<b><u>Research Data Management</u></b>  <b>Guest Speaker:</b> Anna Sackmann, Data Services Librarian, UC-Berkeley  <b>Read:</b> Wittenberg, J., Sackmann, A., & Jaffe, R. (2018). Situating Expertise in Practice: Domain-Based Data Management Training for Liaison Librarians. <i>The Journal of Academic Librarianship</i> , 44(3), 323-329. doi: <a href="https://doi.org/10.1016/j.acalib.2018.04.004">https://doi.org/10.1016/j.acalib.2018.04.004</a>  Koltay, T. (2019). Accepted and Emerging Roles of Academic Libraries in Supporting Research 2.0. <i>The Journal of Academic Librarianship</i> , 45(2), 75-80. doi: <a href="https://doi.org/10.1016/j.acalib.2019.01.001">https://doi.org/10.1016/j.acalib.2019.01.001</a>
<u>Week 9</u> <u>(Mar. 17)</u>  <u>Participation Activity #4 due</u>	<b><u>Modes and Models of Instruction</u></b>  Asynchronous class from Anna Sandelli's 538,  *actual readings from 538* Pick <u>two</u> of any of the following and <b>Read:</b>  Dolničar, D., Podgornik, B. B., & Bartol, T. (2017). A comparative study of three teaching methods on student information literacy in stand-alone credit-bearing university courses. <i>Journal of Information Science</i> , 43(5), 601–614. <a href="https://t.ly/rB2OZ">https://t.ly/rB2OZ</a>  Fontane, W. M. (2017). Video tutorials revisited: The relationship between their use and library assessment quiz scores. <i>College &amp; Undergraduate Libraries</i> , 24(1), 90–102. <a href="https://t.ly/XZjIV">https://t.ly/XZjIV</a>  Guo, Y. R., & Goh, D. H.-L. (2016). Library Escape: User-Centered Design of an Information Literacy Game. <i>The Library Quarterly</i> , 86(3), 330–355. <a href="https://t.ly/1vJOr">https://t.ly/1vJOr</a>  Loo, J. L., Eifler, D., Smith, E., Pendse, L., He, J., Sholinbeck, M., ... Dupuis, E. A. (2016). Flipped Instruction for Information Literacy: Five Instructional Cases of Academic Librarians. <i>The Journal of Academic Librarianship</i> , 42(3), 273–280. <a href="https://t.ly/mqeKL">https://t.ly/mqeKL</a>  Whitver, S., & Lo, L. (2017). Asking Questions in the Classroom: An Exploration of Tools and Techniques Used in the Library Instruction Classroom. <i>Communications in Information Literacy</i> , 11(1). <a href="https://doi.org/10.15760/comminfolit.2017.11.1.41">https://doi.org/10.15760/comminfolit.2017.11.1.41</a>
<u>Week 10</u> <u>(Mar. 24)</u>	<b><u>Scholarly Communication</u></b>  <b>Guest Speakers:</b> Rachel Caldwell, Scholarly Communication & Publishing Librarian, Associate Professor, University of Tennessee Libraries  Krystyna K. Matusiak, PhD, Associate Professor, Library and Information Science Program, University of Denver  <b>Read:</b> Tennant, J.P., et al (2019). Ten Hot Topics Around Scholarly Publishing. <i>Publications</i> , 7(2), 34; <a href="https://www.mdpi.com/2304-6775/7/2/34/html">https://www.mdpi.com/2304-6775/7/2/34/html</a>  Ellis, L. (2019). A Turning Point for Scholarly Publishing. <i>Chronicle of Higher Education</i> (February 17, 2019). <a href="https://www.chronicle.com/interactives/Trend19-OpenAccess-Main?cid=db">https://www.chronicle.com/interactives/Trend19-OpenAccess-Main?cid=db</a>

	<p>MacRoberts, M. H., &amp; MacRoberts, B. R. (2018). The mismeasure of science: Citation analysis. <i>Journal of the Association for Information Science and Technology</i>, 69(3), 474-482. doi:<a href="https://doi.org/10.1002/asi.23970">https://doi.org/10.1002/asi.23970</a></p> <p>The Scholarly Kitchen <a href="https://scholarlykitchen.sspnet.org/collection/libraries/">https://scholarlykitchen.sspnet.org/collection/libraries/</a>  <a href="https://scholarlykitchen.sspnet.org/collection/libraries/Guest-Post-Evaluating-Publishers-as-Partners-with-Libraries-and-Higher-Education-The-Scholarly-Kitchen">Guest Post - Evaluating Publishers as Partners with Libraries and Higher Education - The Scholarly Kitchen (sspnet.org)</a></p>
<p><u>Week 11</u> (Mar. 31)</p> <p><u>Instructional Component Due</u></p>	<p><b><u>Two Panels and Video presentations</u></b></p> <p><b>6:30:</b> Panel 1: <i>The USGS Community for Data Integration: building a community around data</i>;  Speakers: Leslie Hsu, Amanda Liford, and Grace Donovan, USGS</p> <p>7:15 Instructional Video viewing</p> <p>7:55 Panel 2: <i>Teaching, Learning and Liaising Panel</i>;  Speakers to be announced but from UT</p>
<p><u>Week 12</u> (Apr. 7)</p> <p><u>Participation Activity #5 due</u></p>	<p><b><u>Domains, disciplines, and data</u></b></p> <p><b>Guest Speaker:</b> Donna Braquet, Academic Liaison Librarian &amp; Professor,  Biology/Child &amp; Family Studies/Women, Gender, Sexuality Program, University of Tennessee</p> <p><b>Read:</b> Edwards, P., Mayernik, M., Batcheller, A., Bowker, G., &amp; Borgman, C. (2011). Science friction: Data, metadata, and collaboration. <i>Social Studies of Science</i>, 41(5), 667-690. Retrieved January 11, 2021, from <a href="http://www.jstor.org/stable/41301955">http://www.jstor.org/stable/41301955</a></p> <p>Larivière, V., Desrochers, N., Macaluso, B., Mongeon, P., Paul-Hus, A., &amp; Sugimoto, C. R. (2016). Contributorship and division of labor in knowledge production. <i>Social Studies of Science</i>, 46(3), 417-435. Retrieved from <a href="http://www.jstor.org/stable/26099848">http://www.jstor.org/stable/26099848</a></p>
<p><u>Week 13</u> (Apr. 14)</p>	<p><b><u>Organizational Communication</u></b></p> <p><b>Read:</b> Lewis, D. W., &amp; Orr, K. (2018). The Age Demographics of Librarians and the Organizational Challenge Facing Academic Libraries. <i>Library Leadership &amp; Management</i>, 32(3), 1–24.</p> <p>Bullis, C. (2005). From Productivity Servant to Foundation to Connection: One History of Organizational Communication. <i>Management Communication Quarterly</i>, 18(4), 595–603. <a href="https://doi.org/10.1177/0893318904273737">https://doi.org/10.1177/0893318904273737</a></p> <p>Martínez-Cardama, S., &amp; Pacios, A. R. (2020). Twitter communication of university libraries in the face of Covid-19. <i>Profesional De La Información</i>, 29(6). <a href="https://doi.org/10.3145/epi.2020.nov.18">https://doi.org/10.3145/epi.2020.nov.18</a></p> <p>The Message Box Workbook  <a href="https://www.compassscicomm.org/leadership-development/the-message-box/#what-is">https://www.compassscicomm.org/leadership-development/the-message-box/#what-is</a>  <a href="https://www.compassscicomm.org/wp-content/uploads/2020/05/The-Message-Box-Workbook.pdf">https://www.compassscicomm.org/wp-content/uploads/2020/05/The-Message-Box-Workbook.pdf</a></p>
<p><u>Week 14</u> (Apr. 21)</p>	<p><b><u>Collaborative Analysis</u></b></p> <p>Google Colab: <a href="https://github.com/firmai/awesome-google-colab">https://github.com/firmai/awesome-google-colab</a></p>

Spring 2021–Bishop

<u>Participation Activity #6 due</u>	Courses and Tutorials section: <a href="https://github.com/firmai/awesome-google-colab#course">https://github.com/firmai/awesome-google-colab#course</a> <b>Guest Speakers:</b> Niki Kirkpatrick, MSIS, AHIP & Melanie Dixson, MSIS, AHIP, Health Sciences Librarians, University of Tennessee
<u>Week 15 (Apr. 28)</u>	<b>Due:</b> Final Presentations
<u>May 1 11:59 PM EDT</u>	<b>Due:</b> **Final Projects**