



LIS 690 Library Internship Program Fall 2015

SEMINAR SCHEDULE

Seminar sessions will be held on the following Wednesdays in Hamilton Room 3-G (the seminar room). Your attendance is required.

August 26, 9:30 am to 11:30 am

October 21, 9:30 am to 11:30 am

December 2, 9:30 am to 11:30 am

Instructor: Violet Harada

Office: HL 3-I

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Office hours: By appointment

I. Course Description

The internship program provides field experience in a library setting under the supervision of a professional librarian. This course is available to classified LIS graduate students only.

Students must first obtain approval from their advisers, and apply for and be admitted into a position before registration.

II. Prerequisites

LIS 601 and LIS 663. There may be other requirements for specific internship positions, e.g., LIS 605 for cataloging internships, see individual internship descriptions for details of prerequisites.

III. Student Learning Outcomes (SLOs)

SLO 1 - Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

SLO 2 - Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

SLO 3 - Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

SLO 4 - Evaluate and use the latest information technologies, research findings and methods.

SLO 5 - Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

IV. Course Learning Objectives

The student will be able to:

1. apply codes and principles of professional ethics of the field.
2. articulate the philosophy, goals, and objectives of the library/information center.
3. analyze the activities and programs of the library/information center in relation to the objectives of both the library/information center and the larger organization of which it is a contributing and supportive part.
4. assist with a range of professional activities in some of the following areas:
 - information literacy/ reference services/ programming

- consultation/ planning
 - program marketing/ advocacy/ community outreach
 - collection development and management
 - digital library construction
 - technology for management and patron use
5. synthesize and apply skills, concepts, and theories so that competencies gained can be used in an entry-level professional position
 6. demonstrate professional attitudes and values including:
 - taking initiative
 - managing and allocating time well
 - consulting with supervisors for feedback and improvement
 - being dependable and prompt with deadlines
 - applying the practices and procedures of the site
 - working effectively in a team as well as in independent activities
 - practicing respect for users, colleagues and supervisors

V. ALA Core Competencies

The following competencies have primary emphasis in this course:

- Professional ethics
- Knowledge accumulation - education and lifelong learning
- Knowledge dissemination - service
- Technological knowledge

VI. Professional Expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations policies found at <http://www.hawaii.edu/lis/students/professional-expectations-notice/>

VII. Research Methods

Students will apply several research methods in order to achieve their goals. Methods will vary depending on the internship. The following are examples.

Information retrieval: research involving techniques from machine learning and other theoretical models, together with an extensive experimentation to develop more accurate and efficient information retrieval and search techniques for a variety of applications.

Instructional design: systematic process of translating general principles of learning and instruction into plans for instructional materials and learning. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet these needs, including the development of instructional materials and activities and tryout and evaluation of all instruction and learner activities.

VIII. Technology Requirements

This course requires students to use a computer to produce all written assignments. Students must use UH e-mail accounts for correspondence with the instructor and supervising librarians. Students are also expected to present their internship experience using PowerPoint or other presentation tools. Some internship positions will require the use of additional ICT tools.

IX. Course Approval Procedures (to be completed before the semester begins)

1. Student consults LIS faculty adviser for LIS 690 approval for the upcoming semester.
2. Student attends a mandatory orientation meeting led by the LIS 690 coordinator, completes the internship application form, and obtains faculty adviser's signature on the form.
3. Student interviews for a position and gets signed approval from the supervising librarian.
4. Student signs the Student Conduct Policy for LIS 690 Internships.
5. Signed application/approval form and policy are returned to LIS 690 instructor, who authorizes the LIS office to input LIS 690 in Banner database for the student prior to registration.

X. Requirements

1. Assignments and Grading

Students are graded Credit/No credit. To receive credit, students must complete all of the course requirements below and all of the internship requirements as specified in the proposal in a timely manner. Students should be aware that the mere completion of the hours of fieldwork does not assure they will receive credit. This is only awarded to those who, in the professional judgment of the internship coordinator and the supervising librarian, have performed at a satisfactory level while fulfilling the agreed upon hours, assignments, and activities, and who have comported themselves in a professional manner throughout the internship. The internship coordinator and the supervising librarian have the responsibility and authority to terminate an internship without the intern's consent should they deem it necessary. Students are required to:

- 1) Attend all Wednesday seminar sessions planned for the semester. These tentatively include:
 - Session 1 (August 26, 9:30 to 11:30 am): getting acquainted, discussing requirements and expectations for LIS 690.
 - Session 2 (October 21, 9:30 to 11:30 am): sharing midpoint progress; discussing challenges and accomplishments.
 - Session 3 (December 2, 9:30 to 11:30): sharing exit reports and reflections; assessing the internship experience.
- 2) By October 7, prepare a mid-term progress report and send it as an email attachment to the instructor.
- 3) By mid-October, schedule a meeting for the instructor to visit onsite with you and your supervisor. Arrange this meeting by email with the instructor.
- 4) By December 4 (Friday), prepare and turn in your final portfolio. It should include the following:
 - Final report
 - Slide presentation (approximately 10 minutes) from December seminar
 - Updated curriculum vitae (CV)
 - Student intern's evaluation of supervising librarian--the form is available in pdf or word at <http://www.hawaii.edu/lis/courses/internships/forms/>
 - Supervising librarian's evaluation of student intern--the form is available in pdf or word at <http://www.hawaii.edu/lis/courses/internships/forms/>
 - SLO assessment worksheet--spreadsheet and instructions at <http://www.hawaii.edu/lis/courses/internships/forms/>

Important: You may submit your portfolios electronically or in paper form.

- 5) Throughout the semester, compose weekly e-logs to communicate with the internship coordinator about your work in progress and the insights you have gained thus far. E-logs must be submitted by midnight on Sundays starting on September 6 and ending on November 22.
- 6) By the end of the semester, complete a minimum of 150 hours at the internship site under a supervising librarian.

2. E-logs

As the internship coordinator this semester, I am eager to learn about your progress throughout the short months of the internship. I want to find out about your journey as a budding information professional. The most effective way of doing this is by requesting that you prepare a weekly e-log (Sunday deadlines) giving me the opportunity to respond and maintain a two-way conversation with you.

The logs have no word limits and no rigid formats. They can be informal in style. Maintaining these logs will help you do a better job on your mid-term and final reports. Most important, logging will encourage you to reflect on what is happening at your internship site and what you are gaining as a result. Consider the following examples of questions in writing your weekly logs and remember that you are not limited to these questions.

- What happened this week that was an a-ha experience for you?
- What made it meaningful for you?
- Was there a problem or issue that arose this week that you want to describe?
- How were you involved in this issue?
- What insights have you gained as a result of your involvement?

3. Guidelines for Mid-Term and Final Reports

3.1 Mid-Term Report

Required components – organize them under the following headings:

- 1) Objectives for the internship: state the objectives and your specific efforts toward and progress in meeting them.
- 2) Internship Task Plan Table (see sample table in Appendix 1).
 - Tasks/activities to be covered.
 - How the hours are allocated in terms of various activities involved in meeting the objectives.
 - Number of hours you have completed thus far.
- 3) Highlights and advantages of the experience.
- 4) Questions and/or concerns arising.
- 5) Annotated bibliography of readings done thus far relating to this internship. If it is a YA or children's library internship, please include readings about serving these groups in addition to readings for the group. Your mid-term report should include between 5 to 10 entries.

3.2 Final Report

This report will be filed in your student folder for future reference. Required components – organize them under the following headings:

- 1) Basic information: include the institution, program, course, semester/year, title of report, your name, and date submitted.
- 2) Introduction: state where and with whom you did the internship, and the number of hours you completed.
- 3) Objectives for your internship: describe your efforts to meet them; assess how well you think you met these objectives (e.g., exceeded your expectations, met them).
- 4) Major tasks and responsibilities accomplished (1 paragraph).
- 5) Reflection (3 to 5 pages):
 - identify the most valuable aspects of this experience
 - describe how different LIS courses helped you in your work
 - incorporate relevant information from the readings in your annotated bibliography and how it helped you in your work
 - explain how past professional experiences influenced your internship.
- 6) Philosophy of librarianship (2 to 3 pages):
 - articulate your personal philosophy of librarianship based on observation and participation as well as past work experiences
 - cite the ALA Code of Ethics, but also other specific professional codes and standards of service
 - identify pertinent portions of the library's stated philosophy from institutional mission statements and clearly link your philosophy to the institutional philosophy
 - create your own vision/mission statement for the particular library/information unit.
- 7) Message to future students: describe the value of doing the internship. Discuss professional values you were able to demonstrate in the internship. Refer to Course Learning Objective 5 (p. 2 of this syllabus), relevant sections of the ALA Code of Ethics, RUSA Behavioral Standards and other professional codes if they are relevant.
- 8) Annotated bibliography: readings that were relevant. You should have between 10 and 20 items, including the ones you submitted in the mid-term report.
- 9) Current resume/CV: the instructor will provide feedback on your resume. Do some research on the best format for a resume based on the type of library where you intend to seek employment.
- 10) In addition to the above, the following evaluations are required:
 - Your supervisor will complete the "Evaluation of Student Intern" and go over this with you. This requires that you schedule the final evaluation interview with your supervisor before your report is due. The supervisor should send the evaluation directly to the internship coordinator; however, you are responsible to remind him/her to do so.
 - You must complete the "Evaluation of Supervisor Librarian." Submit this to the internship coordinator. You are also welcome to share this with your supervising librarian, but this is not required, as the supervisor will automatically receive a copy for her/his files.
 - You must complete SLO assessment worksheet in discussion with your supervisor.

4. Final Presentation

Your 10-minute slide presentation should include the following:

- where you worked
- major tasks you accomplished
- roles you assumed
- lessons you learned through the internship
- personal and professional accomplishments that you achieved
- your overall evaluation of the total internship experience.

Communication skills are essential in your career as an information professional. Please heed the best practices for professional slide presentations described below.

- a. Keep within the time allocated. All presentations are limited to 10 minutes. This is an opportunity to exhibit professional presentation skills, so please take it seriously.
- b. Be considerate of other presenters, be on time to class and refrain from walking in and out of class during presentations.
- c. Load your presentation and practice working the slides prior to class to save time, deliver a smooth presentation and allow for an efficient transition for the next presenter.
- d. Consider the following tips: Use an appropriate font size (24-36 point) - no one beyond the front row can read Web site link titles, interface screen information, or 12-point text, and watch packing your slides with too much text.
- e. During the presentation avoid the flying cursor technique--to point things out to readers, use a steady hand, land on the spot and remain a few seconds without moving.
- f. Present from the front of the class so that you can maintain eye contact with the audience. Project your voice to the back row of the class. Avoid speaking to the monitor, screen, or into your notes.
- g. Avoid simply reading bullet points. Instead, elaborate on them with additional commentary.

Appendix 1: Internship Task Plan - Sample

Tasks	Total Hours/ Period	Hours completed so far
Reference Work	100 hours	45 hours
Attending Meeting	10 hours	7 hours
Collection management (deselecting)	5 hours	5 hours
Building Young Adult Collection	20 hours	5 hours
Programming	Preparation + Execution 5 hours	none
Other Tasks <ul style="list-style-type: none"> • Making Signs • Making a Pathfinder 	10 hours	1 hour 5 hours