ILS 499: Overview

Description:

The library practicum is designed to provide on-the-job experience under the supervision of a professional librarian in a library or other information agency for the purpose of utilizing skills, knowledge, and attitudes acquired during the course of study leading to the bachelor's degree.

For students who have not worked in libraries, the internship can provide an overview of the types of services offered and the opportunity to try out various jobs within an organization. The experience of being placed in a new setting with different patterns of management and unfamiliar staff relationships challenges candidates with previous library experience to try on new roles and to examine the profession from a new perspective.

If students have taken ILS 299, or they have more than 10 years full-time experience in a library (documentation may be requested) they can request to be allowed to do an original research project. For those students who have never worked in a library or have not taken ILS 299, must opt for the practicum option.

Objectives:

- To provide students with planned experiential learning through placement and supervision of work opportunities at a specified site.
- To provide an awareness of worker responsibility for pursuing lifelong learning in the workplace.
- To provide an orientation in the operation and management of a library or information agency serving a specific clientele.
- To provide an opportunity to acquire knowledge and learn new skills to enhance performance as a library staff member.
- To provide career awareness and direction through experiential learning.
- To offer opportunities to observe and learn professional interpersonal behaviors which are essential to the successful operation of libraries.
- To increase awareness of library services and provide opportunities for establishing connections with library personnel within the local area.
ILS 299: Overview

Description:
The Library Assistant Practicum provides on-the-job experience under the supervision of professional librarians. Students, in collaboration with the practicum supervisor, will prepare a proposal for the practicum including approved learning objectives for the 80-hour work experience which will significantly advance the student's learning. The practicum will include an orientation to the library or organization; experience in one or more functional areas as appropriate to student interests; specialized individual projects; and a report for the practicum supervisor and program coordinator. It is expected that the candidates will have successfully completed all the required program courses, and had their practicum proposal approved by the program coordinator prior to placement. Limited to ILSAS degree candidates. CR 4

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UMA: INFORMATION AND LIBRARY SERVICES PROGRAM

ILS SENIOR CAPSTONE COURSE

Students flew in from around the country to attend the UMA 2015 Commencement activities including Danny who interned at the NYTimes, and Julie who flew in from Colorado. Our “selfie” was captured by a photographer and ILS students were featured in local newspaper in an article about online education.
ILS 299/499 Syllabus & General Outline

We will use the following general outline of the course to help you maneuver through the capstone requirements. Keep in mind this course is much more independent in nature than other online courses you have taken in the past.

**Overview:** You are REQUIRED to check in weekly on the boards. If for some reason you are unable to make any progress on your internship for any reason, you still need to check-in to let me know. Please remember, you are representatives of UMA and your behavior reflects not only the ILS program, but the University as a whole, at all times professional behavior is expected. For the guidelines on what needs to be done for the rest of the term please see the syllabus content and outline below.

**Syllabus**

**Contact:** Jodi C. Williams, Katz Library, 207-621-3341, jodi.williams@maine.edu

**Timeliness:**

1. All assignments must be completed and turned in on time. On time means: Work must be submitted no later than midnight the date it is due. (Thursday, January 5th as a due date means you have all day the 5th to complete the work.)
2. Late work may be accepted at the instructor's discretion. Late assignment grades may be lowered a letter grade for each week past original due date.
3. All late work must be posted to BlackBoard and an email sent to the instructor to let me know you have posted the work so it may be graded. If you foresee a problem or needing extra time for an assignment contact the instructor AS SOON AS POSSIBLE.
4. Think of it this way, I can't be understanding if you do not communicate to me what is happening in your life.

**Grading:**

MOST ITEMS will be evaluated at the end of the term as a portfolio. Individual marks will be given at midterm on timeliness of posting, reflection, graphics project, and the host library profile. This will be done using our portfolio rubric.

At midterm students will be considered passing IF all their paperwork is up to date and there have been no issues or concerns raised with the student. Please see the grading rubric for specific evaluation criteria. The following criteria, in addition to the rubric available in Bb may help explain how the final grade is determined. Note: Efforts resulting in extraordinary service or exemplary projects will be taken into account in arriving at the final grade.
**U.S.A. Information and Library Services Program**

**A =** Maintained communication, all preliminary forms sent in on time, learning objectives and project well defined and executed, Final Report returned on time, all parts included, well-written and organized with attention to presentation including mechanics, completed videotape assignment, excellent evaluation by the Site Supervisor—near perfect work!

**A- =** Any of the following: a form sent in late (unless arrangements made), minor part missing, less well-organized presentation than above, Final Project and graphics exhibit minor errors in mechanics and excellence, work is very good, but slightly below the standard of excellence established above.

**B =** Exhibits any characteristic of A- work, but includes any of the following: lapse in communication, minor problems cited in site supervisor's evaluation, organization of Final Report, and graphics project below the criteria of A papers.

**C =** Any of the following: several forms not returned on schedule, missing part, serious communication lapses, mediocre site supervisor evaluation, Final Report and graphics project lacking in detail with less attention than B papers to presentation, including mechanics.

**D =** Work exhibits several of the following characteristics: failure to maintain regular communication, failure to pass in graphics project, most forms returned late, poor site supervisor evaluation, major parts of the Final Report missing, sloppy presentation of final report.

**L =** The grade of “L” is awarded if you stop attending, but do not withdraw from the course. The “L” grade is computed into the grade point average as a failing grade.

**W =** The grade of “W”, withdraw, is awarded if you drop the course during the first 60% of the semester. A “W” grade is not computed into the grade point average.

**WF =** The grade awarded when a course is dropped after 60% of the term is completed depends upon your performance up to that point. If you are passing the course the grade of “W” is awarded. If you are failing the course at the time of withdrawal the grade of “WF”, withdraw failing, is awarded. A “WF” is computed into the grade point average as a failing grade.

**Incomplete:**

ILS Program Incomplete Policy: A student may initiate a request for a final grade in the event that extenuating circumstances (documentation may be required) prevents completion of the course. Assignment of the incomplete grade is at the discretion of the instructor. Please see the ILS department Incomplete Policy: [http://www.uma.edu/academics/programs/ils/ils-department-policies/](http://www.uma.edu/academics/programs/ils/ils-department-policies/)

**Grammar & Spelling:**

We all tend to become somewhat lax when posting responses to threaded discussions or when sending e-mail messages. Grammar and spelling are important to me. I'm not a fanatic (nor am I perfect as students have told me in the past :-)), but I would appreciate your composing threaded discussion responses or e-mail messages in a word processing or email program where you can check spelling, edit, and revise your writing. Then you can copy and paste the work into the threaded discussion or e-mail message. You can do the same for other coursework. If you want support check out Grammarly: I USE IT! (a free resource that plugs into your browser and Word and can check your grammar and spelling FREE!) Points may be taken off of threaded discussion posts and assignments for poor spelling and grammar.
Student Conduct & Professionalism on Host Site:
I believe that the following is probably not very necessary; nevertheless, for the sake of clarity, please realize that the University and I cannot and will not be responsible for the content of any personal messages which are sent from one student to another student using the Online e-mail delivery system. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct when conversing online, using e-mail, or engaging in any real time online chat sessions. These general guidelines of conduct also apply to your internship on site. Remember you are a guest and people are essentially donating their time and facility to further your learning. Any questions or concerns about a placement, students are to contact me immediately Jodi.williams@maine.edu or 207-621-3341. Failure to abide by such codes of conduct and etiquette may result in withdrawal from the course and a failing grade.

BE PROFESSIONAL AT ALL TIMES, particularly in person and via EMAIL: See the following guidelines adapted/borrowed from Jorge Soares at the University of Delaware:

1. **Use your college or university email.** This marks the message as legitimate and not spam. It also gives the receiver an idea of who’s sending the message. It also saves you from looking uncouth because of your off-color personal email username. (Using an email address like ‘bootiephantum1985@mail.com’ is not a way to make a positive impression.)
2. **Always use subject lines.** When filling the subject line, make sure that you mention what the email is for or in regards to. You don't want it to seem like a randomly generated subject and end up in a spam folder.
3. **Address the recipient directly;** don't just launch straight into a request. Examples: 'Dear Dr. Smith', 'Hi, Dr. Jones', 'Mr. Smith, I hope all's well with you...'
4. If your college or university email address doesn't use your full last name (in other words, it uses your initials or some other abbreviation of your name), then make sure your first sentence identifies who you are by name. Example: 'This is John Jacob Jingleheimer Schmidt from the University of Maine at Augusta.'
5. **Be polite:** Don't make demands, remember to write please and thank you.
6. **Be succinct:** Keep your message short and to the point. Most of us have hundreds of email messages to wade through each day. Just get to the point and politely, respectfully, ask your request.
7. **Be specific:** This may seem to conflict with the previous step, but it needn't be. Make sure you are as clear as possible about what it is you need to ask without writing a novel.
8. **Do not use your email to argue** and never send an email when angry. You want to be sure that you maintain a professional demeanor.
9. If you're going to have to miss a day on site, offer to bring written proof up front if appropriate. Remember this works like a job.
10. **Close your email** with something polite like 'Thanks', 'Thanks for your time', 'See you Wednesday', 'regards', etc. Then re-type your first name
11. **Grammar and Spell check.** Prior to sending your email, be sure that you proofread your message. You shouldn’t write your email as though you are texting your friend. Make sure it’s got full sentences, proper grammar, and real spelling. **DON’T USE TEXTING ABBREVIATIONS OR JARGON.**

12. Do not write in all capital letters. This is generally interpreted as **SHOUTING**.

**Plagiarism will NOT be tolerated.**
If you plagiarize someone else’s work, a phone conference will be requested and you may receive an automatic F for that assignment and it is possible to receive an F for the course. The issue will be discussed with the Dean of Students, and student may also be referred to the Dean for further review.

**Unintentional plagiarism** (just as ignorance of the law is no excuse), misunderstanding and claiming, "I didn’t know" is not acceptable. It is your responsibility as a student to understand what plagiarism is and is not.

**Submitting the same work for 2 different classes:** Most students are not aware that it is inappropriate to submit the same work for two different classes without the instructor’s prior permission. Failure to notify the instructor and to submit the same work to two different classes is considered plagiarism and the same actions per the conduct code may occur.

**Personal Involvement and Time:**
Students often have the misconception that taking a course online is easier since they don’t have to physically go to a classroom. When taking an online course there are some things that become easier for students. For example, it becomes easier NOT to go to class. It also becomes easier to get behind. While this medium gives students flexibility in attending class, remember that taking a course online is just more convenient, **not easier!** Be prepared to spend 6-10+ hours a week on class. Also, keep me apprised, let me know what is happening with you! You might be surprised how flexible and willing to work with you I am!

**Special-needs:**
“If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Learning Support Services Office on your campus, or Coordinator of Student Services at your campus or center to discuss possible assistance. Accommodations must be requested each semester, and are not provided retroactively. More information can be found at: [http://www.uma.edu/disabilityservices.html](http://www.uma.edu/disabilityservices.html)

**Title IX:**
The University of Maine at Augusta is committed to providing an environment free of violence and harassment based on sex and gender. Such civil rights offences are subject to the same accountability and support as offences based on race, national origin, etc. If you or someone else within the UMA community is struggling with sex discrimination, sexual harassment, sexual assault relationship violence, or stalking you can find the appropriate resources at: [http://www.uma.edu/about/title-ix-info/](http://www.uma.edu/about/title-ix-info/)
General Outline/Schedule

All forms mirroring the following outline/schedule are found under the Bb link "Forms and Tasks."

(before you start) Internship Forms and Information
Here you will find the forms and information necessary to assist in setting up and securing your internship.

To Print/review
- Forms Checklist (Student) for tracking ___
- Site Supervisor Checklist ___
- Sample Email to Prospective Site ___
- Site Supervisor Letter ___
- Project Ideas ___
- Site Supervisor Evaluation of Student (informational) ___

To Fill out & submit
- Student Information Form (online) ___
- PRE-Internship Library Skills and Operations Checklist (online) ___
- Site Supervisor Approval (scan and email or snail mail) ___
- Internship Contract (scan and email or snail mail) ___

The First Week of Class
- Post a brief bio of yourself on the threaded discussion board and introduce yourself to everyone.
- Print out and/or read online all of the documents from the course website. Review them carefully.
- Post any questions you may have regarding the requirements and forms to the general question board.
- Fill out the “Library Operations and Skills Checklist” (those sections that you can mark at this point) and remember to take it with you when you meet with your Internship Site Supervisor.
- Set up an appointment with your Site Supervisor (if you haven’t already done this). Allow for 1 hour to 1½ hours to discuss the internship and fill out the Internship Contract. You may have to schedule two appointments for this discussion to take place. Be sure to take all of the Site Supervisor materials with you.
- Send a copy of the Internship Contract to me as soon as it is completed. (Students CAN NOT start their internship until all the necessary preliminary paperwork is received in the ILS office.)
- Post to the threaded discussion board to share ideas with classmates, introduce yourself and post your potential site and/or project.
(during) Internship Forms and Information is the approximate half-way point, you should be half-way through your internship hours. Here you will find the materials and forms needed during the mid-semester part of your internship:

- Continued **Weekly** Check-ins on BlackBoard (Students are required to check in each week on the discussion board.)

To fill out/submit

- **Weekly Check-ins on BlackBoard**
- **Interim Report/Check-in** submit via mail/email
- **Copy of Student Log to date** submit via mail/email
- **Graphics Project** (see example from prior semester) - post on BlackBoard
- **Final Report: Host Library Profile** (see Portfolio Information section) - post on BlackBoard

Informational/To be working on (see near/at completion section below for these items):

- **Library/Information Agency Website Review**
- **Review Grading Rubric**
- **Portfolio Information (Part I & II)**

(near/at completion) Internship Forms and Information

Here you will find the forms, information and materials due necessary near or upon completion of your practicum:

- **Request for Incomplete** (if you will need additional time to complete your practicum hours)
- **Final Evaluation by Site Supervisor** (students are to email me with their site supervisor name and email address for the information regarding the evaluation.)
- **POST Internship Library Skills and Operations Checklist** (online form)
- **Set up Phone Conference with Jodi**
- **Final Portfolio Guidelines**
  - **Internship Final Report**
  - **Program Outcomes**
  - **Grading Rubric**

YOUR FINAL & COMPLETE PORTFOLIO IS DUE before the end of the semester.