

Library and Information Studies 450: Information Agencies and Their Environments

Prof. Jonathan Senchyne
University of Wisconsin, Madison,
4191F Helen C. White Hall
Fall 2014
Wednesdays 5:30-8:00pm

Office: 4255 Helen C. White Hall
Office Hours: W 3-5:30
Email: senchyne@wisc.edu



"The Librarian," 1960. George Herms
Assemblage: wood box, papers, books, loving cup,
and painted stool



"The Antiquarian"
Courtesy of the American
Antiquarian Society

Course Description

This course is about information and its settings in a broad context. We will study many social, legal, political, historical, cultural, theoretical, and ethical issues surrounding information creation, dissemination, use, and control. Throughout the course we will question the relation of information to power, control, and access by studying a representative range of information agencies, memory institutions, and their contexts.

A key part of this course is students' critical engagement with the course material. You will be responsible for reading the material before class, having thoughts about that material when you arrive for class, and discussing the material during class. Class meetings will be a combination of lecture and discussion. Some components will be led by the instructor, others by guest lecturers, and some by students.

LIS 450, Information Agencies and Their Environments, is intended to provide --- in conjunction with LIS 451 (Foundations of Reference) and LIS 551 (Organization of Information) --- an introduction to major themes and topics in the field of library and information studies (LIS), as well as the language and literature of the field and cognate disciplines.

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Essential Questions

- What are some of the major information and memory institutions in contemporary and historical U.S. culture?
- How does the continuum from high control to high openness shape outcomes and debates in information agencies and their contexts?
- How do information, memory, and interpretive institutions shape our understanding of information itself (at large and small scales)?
- How do information professionals and scholars enter and effect LIS debates and practices?

Required Books

Most of the reading for this course will be provided through e-reserves or using our library's journal subscriptions. Because the length of some required reading materials, you will be asked to have access to copies of some books. You may buy them, request them through the library system, or access the copy on reserve in the SLIS library.

- Richard Handler and Eric Gable, *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*. Duke University Press, 1997.

Work for the Course

For graduate level classes, each semester hour of discussion or lecture normally entails at least three hours of outside preparation for the average student. Therefore you should expect to do at least nine hours of preparatory reading and thinking for each class session. You are expected to do the required reading for this course. You are not, however, expected to fully master everything that you are reading at first. I expect that you will make a good faith effort at understanding by doing the reading; looking up words, terms, allusions, and references you may not know; and coming to class meetings with things to say about what you understood and questions about what you haven't yet grasped. In this way, you will become increasingly familiar and confident in the field, and capable of making your own contributions to the practice and scholarship of information studies.

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Calendar

Week 1 - September 4: introduction to the course, objectives & purposes, topics & themes

What is “information,” what is an “information agency” and “environment.” How ongoing conversations about power, control, and freedom will structure the course.

- Packet of current events articles distributed before first class.

Week 2 - September 10: Theorizing “Library” and “Information”

How do we think about what “the” library is, or about “information?” What are the histories and cultures surrounding these terms that organize our thought and practice?

- Walter Benjamin, “Unpacking My Library”
- Jorge Luis Borges, “The Library of Babel”
- James Gleick, *The Information*, Chapters 7 and 8, “Information Theory” and “The Informational Turn”

Week 3 – September 17: Professional Values and Professionalization

Exploring the professional values/ethics of librarians through histories of conflict and current policies.

- Don Fallis, “Information Ethics for Twenty-first Century Library Professionals.” *Library Hi Tech* 25.1 (2007): 23–36.
- Klaus Musmann, “The Ugly Side of Librarianship: Segregation in Library Services from 1900-1950.” In *Untold Stories: Civil Rights, Libraries, and Black Librarianship*, ed. John Mark Tucker, Champaign, IL: Publications Office, Graduate School of Library and Information Science, 1998. 78–92.
- Emily Drabinski, “Librarians and the Patriot Act.” *The Radical Teacher* 77 (Winter 2006) pgs 12-14.
- American Library Association, “The USA PATRIOT Act” (and Further Reading) <http://www.ala.org/advocacy/advleg/federallegislation/theusapatriotact>
- American Library Association. “Library Bill of Rights.” <http://www.ala.org/advocacy/intfreedom/librarybill/>
- ———. “Code of Ethics of the American Library Association.” <http://www.ala.org/advocacy/proethics/codeofethics/codeethics> .
- ———. “History of the ALA Code of Ethics.” <http://www.ala.org/advocacy/proethics/history>

Week 4 - September 24: The Neoliberal University in the Age of Information and Excellence

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The University as an information agency: its economies, logics, politics, and histories. As applied to recent events in academic librarianship.

- Bill Readings, *The University in Ruins*, “Introduction,” “The Idea of Excellence,” and “The Decline of the Nation State” pages 1-53.
- John Pat Leary, “Nimble,” “Innovation,” “Silo,” “Entrepreneur” *Keywords for the Age of Austerity*, <http://jpleary.tumblr.com/post/81001495986/keywords-for-the-age-of-austerity-3-nimble> <http://jpleary.tumblr.com/post/88485538398/keywords-for-the-age-of-austerity-7-the-silo> <http://jpleary.tumblr.com/post/82641426025/keywords-for-the-age-of-austerity-4-the-entrepreneur> <http://jpleary.tumblr.com/post/78022307136/keywords-for-the-age-of-austerity-innovation>
- Sydni Dunn, “As Their Role Changes, Some Librarians Lose Faculty Status,” *The Chronicle of Higher Education*, March 18, 2013. <http://chronicle.com/article/As-Role-of-Librarians-Evolves/137937/>
- “Goodbye Faculty Status,” *Library Journal*, March 11, 2013. <http://lj.libraryjournal.com/blogs/annoyedlibrarian/2013/03/11/goodbye-faculty-status/>
- Alan Bernstein, “Academic Librarians and Faculty Status: Mountain, Molehill, or Mesa.” *Georgia Library Quarterly* 46.2, Article 6. <http://digitalcommons.kennesaw.edu/glq/vol46/iss2/6>
- Rick Anderson, “When Sellers and Buyers Disagree: Edwin Mellen Press vs. a Critical Librarian” *The Scholarly Kitchen*, February 11, 2013. <http://scholarlykitchen.sspnet.org/2013/02/11/you-probably-think-this-song-is-about-you-edwin-mellen-press-vs-a-critical-librarian/>

Week 5 - October 1: Access to (and Enclosures of) Information

Enclosures of the Information Commons, “The Digital Divide,” and Critical Information Needs of the Public. Race, Class, Gender, and Sexuality as Important Factors in Information Disenfranchisement

- Elinor Ostrom and Charlotte Hess, “Introduction: An Overview of the Knowledge Commons” and “A Framework for Analyzing the Knowledge Commons” in *Understanding Knowledge as a Commons: From Theory to Practice*. pages 3-26 and 42-81.
- Nancy Kranich, “Countering Enclosure: Reclaiming the Knowledge Commons” in *Understanding Knowledge as a Commons: From Theory to Practice*. pages 85-122.
- Bo Kinney. “The Internet, Public Libraries, and the Digital Divide.” *Public Library Quarterly* 29.2 (2010): 104–161.

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- Lew Friedland et al, “Review of the Literature Regarding Critical Information Needs of the American Public,” Report to Federal Communications Commission. (Executive summary.) http://transition.fcc.gov/ocbo/Executive_Summary.pdf
- Vibeke Lehmann, “Challenges and Accomplishments in U.S. Prison Libraries” *Library Trends* 59.3 (Winter 2011) 490-508.
- Julie Hersberger, “The Homeless and Information Needs and Services” *Reference & User Services Quarterly*, 44.3 (Spring 2005): 199-202.
- “Library for the Homeless” *Street Pulse: Madison’s Homeless Cooperative Newspaper* 7.17 (August 2013) pg 5.
- Noah Phillips, “Central Public Library to Open September 21st” *Street Pulse: Madison’s Homeless Cooperative Newspaper* 7.19 (September 2013) pg 1.
- James Gleick, “Wikipedia’s Women Problem” *New York Review of Books* <http://www.nybooks.com/blogs/nyrblog/2013/apr/29/wikipedia-women-problem/>
- Erin Gloria Ryan, “Behind Every Bullied Woman Is A Man Yelling About Free Speech” *Jezebel*, <http://jezebel.com/behind-every-bullied-woman-is-a-man-yelling-about-free-1629502544>

Week 6 - October 8: Collection Development: What are we doing when we build a collection?

Guest Lecture by Anjali Bhasin

- Doyle, Tony. 2003. “Selection Versus Censorship in Libraries.” *Collection Management* 27 (1): 15–25.
- Asheim, Lester. 1954. “Not Censorship, but Selection.” In *Book Selection and Intellectual Freedom: Proceedings of the Second Conference on Intellectual Freedom*, 90–99. Whittier, CA: American Library Association.
- American Library Association, “Collection Management Section (CMS) | Assn. for Library Collections and Technical Services (ALCTS).” <http://www.ala.org/alcts/mgrps/cms>.
- ———. “Diversity in Collection Development.” <http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8530>.
- Schomberg, Jessica, and Michelle Grace. 2005. “Expanding a collection to reflect diverse user populations.” *Collection Building* 24 (4): 124–126

Week 7 - October 15: Theories of the Archive

The relationship between archives and power, memory, and history – theorized. No neutral containers. Concept of “the archive” different than “an archive.” “Find[ing] things where we have already put them.”

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- Jacques Derrida, “Archive Fever: A Freudian Impression” *diacritics* 25.2 (Summer 1995) pgs 9-63.
- Carolyn Steedman, *Dust: The Archive in Cultural History*, “In the archon’s house,” ““Something she called a fever: Michelet, Derrida, and dust,” “The magistrates,” and “The space of memory: in an archive” New Brunswick: Rutgers University Press: 2002. pgs 1-83
- Marlene Manoff, “Theories of the Archive from Across the Disciplines” *portal: Libraries and the Academy* 4.1 (2004) p. 9-25.
- Suzanne Fischer. 2012. “Nota Bene: If You ‘Discover’ Something in an Archive, It’s Not a Discovery.” *The Atlantic*. <http://www.theatlantic.com/technology/archive/2012/06/nota-bene-if-you-discover-something-in-an-archive-its-not-a-discovery/258538/>
- Helena Iles Papaioannou. 2012. “Actually, Yes, It *Is* a Discovery If You Find Something in an Archive That No One Knew Was There.” *The Atlantic*. <http://www.theatlantic.com/technology/archive/12/06/actually-yes-it-is-a-discovery-if-you-find-something-in-an-archive-that-no-one-knew-was-there/258812/>

Week 8 - October 22: Social Reading and Community Reading Programs

What are community reading programs? What do they do? Who are they for? What motivates them? Is it a celebration of a book and/or a moment for critical reflection? How do you get grants to support them? Differences from online social reading.

- Danielle Fuller and DeNel Rehberg Sedo, *Reading Beyond the Book: The Social Practices of Contemporary Literary Culture*, “Introduction,” “Reading,” and “Money” New York: Routledge, 2013, pgs 1-49, 122-163.
- *Reading at Risk: A Survey of Literary Reading in America*, National Endowment for the Arts, www.nea.gov/pup/readingatrisk.pdf
- Discussion of grant project.

Week 9 - October 29: Michele Besant – Evaluation/Assessment/ Value: Telling our Story

Guest Lecture by Michele Besant

- John Pat Leary, “Accountability” *Keywords for the Age of Austerity*, <http://jpleary.tumblr.com/post/89767836008/keywords-for-the-age-of-austerity-8-accountability>
- John Pay Leary, “Learning Outcomes” *Keywords for the Age of Austerity*, <http://jpleary.tumblr.com/post/78981217882/keywords-for-the-age-of-austerity-2-5-learning>
- Kizlik, Bob. “Measurement, Assessment, and Evaluation in Education” <http://www.adprima.com/measurement.htm>
- University of Washington’s Office of Educational Assessment, FAQ: “How is evaluation different than assessment?” http://www.washington.edu/oea/services/research/program_eval/faq.html

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- Insitute of Museum and Library Services (IMLS). “Outcome Based Evaluation” http://www.ims.gov/applicants/outcome_based_evaluations.aspx
In particular, in the “Presentations” section:
“Knowing What Audiences Learn: Outcomes and Program Planning” (Powerpoint Presentation)
- McWhite, Leigh. 2010. “‘So, Your Institution Is Hosting a Presidential Debate...’: A Case Study of 2008 Programming by the University of Mississippi Archives and Special Collections.” *American Archivist* 73 (1): 219-234.

Browse/Skim:

- “Libraries Matter: Impact Research” <http://www.ala.org/research/librariesmatter/>
- Brown, Karen and Kara Malenfant. 2012 Connect, Collaborate, and Communicate: A Report from the Value of Academic Libraries Summits. ACRL. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_summit.pdf
or see info on at: <http://www.acrl.ala.org/value/?p=381> (includes Podcast)
- “Guidelines for Evaluation of Archival Institutions” <http://www2.archivists.org/groups/standards-committee/guidelines-for-evaluation-of-archival-institutions>
- “American Archives Month: The Power of Collaboration:” <http://www2.archivists.org/initiatives/american-archives-month>
- Simmons, Annette. 2006. “The Six Stories You Need to Know How to Tell.” Chapter 1 in *The Story Factor*. New York: Basic Books. http://www.annettesimmons.com/wp-content/files_mf/1294790921StoryFactorChap1.pdf

Week 10 - November 5: Feminist and Queer Information Studies

Making explicit how gender and sexuality construct and frame information, technology, and access.

All of the following excerpted from *Feminist and Queer Information Studies Reader*

- Sandy Stone, “Forward” and Patrick Keilty “Introduction”
- Melodie Fox and Hope Olson, “Essentialism and Care in a Female-Intensive Profession”
- Hope Olson, “How We Construct Subjects: A Feminist Analysis”
- K. J. Rawson, “Accessing Transgender // Desiring Queer(er?) Archival Logics”

Week 11 - November 12: Intellectual Property and Licensing

Guest Lecture by Alan Rubel

- Okerson, Ann. 2000. “Are we there yet? Online e-resources ten years after.” *Library Trends* 48 (4): 671–693.

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- Davis and Feather. 2008. "The Evolution of License Content." In *Electronic Resource Management in Libraries: Research and Practice*, eds. Holly Yu and Scott Breivold, 122-144. Hershey, PA: Information Science Reference.
- Harris, Lesley Ellen. 2009. *Licensing Digital Content: a Practical Guide for Librarians*. 2nd ed. Chicago: American Library Association. Chapter 4, "Key Digital License Clauses."
- Ashmore, Beth. 2012. *The Librarian's Guide to Negotiation: Winning Strategies for the Digital Age*. Medford, New Jersey: Information Today, Inc. Chapter 7, "Negotiating in the Era of Publisher Consolidation and the Big Deal."
- Zhang, Tian Xiao. 2012. "Pay-Per-View: a Promising Model of E-Articles Subscription for Middle/Small Sized Academic Libraries in the Digital Age." In *Proceedings of the 2012 Libraries in the Digital Age (LIDA) Conference*. Zadar, Croatia.

Recommended:

- Boyle, James. 1996. *Shamans, Software, and Spleens: Law and the Construction of the Information Society*. Cambridge, Mass: Harvard University Press. Chapter 5, "Intellectual Property and the Liberal State," and Chapter 6, "Copyright and the Invention of Authorship."
- Litman, Jessica. 2001. *Digital Copyright: Protecting Intellectual Property on the Internet*. Amherst, N.Y: Prometheus Books. Chapter 12, "Revising Copyright Law for the Information Age."

Week 12 - November 19: Creating History in the Museum

Museums as curators and creators of information, knowledge, and narratives.

- Richard Handler and Eric Gable, *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*, Durham: Duke University Press (1997), entire book.
- Bertolt Brecht, "Questions From A Worker Who Reads" <http://unionsong.com/u122.html>

Week 13, November 26: Thanksgiving Break – No Class Meeting

Week 14 - December 3: Privacy and Intellectual Freedom

Guest Lecture by Alan Rubel.

- Klinefelter, Anne. 2007. "Privacy and Library Public Services: Or, I Know What You Read Last Summer." *Legal Reference Services Quarterly* 26 (December 20): 253–279. doi:10.1300/J113v26n01_13.

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- Magi, Trina J. 2007. "The Gap Between Theory and Practice: A Study of the Prevalence and Strength of Patron Confidentiality Policies in Public and Academic Libraries." *Library & Information Science Research* 29 (4) (December): 455–470.
- ———. 2010. "A Content Analysis of Library Vendor Privacy Policies: Do They Meet Our Standards?" *College & Research Libraries* 71 (3) (May): 254–272.
- Rubel, Alan. N.D. "Electronic Resources, Privacy, and Positive Intellectual Freedom." Draft.
- American Library Association. "Privacy and Confidentiality." <http://www.ala.org/offices/oif/ifissues/privacyconfidentiality>

Week 15 - December 10: Information Overload, Past and Present

Information management and user strategies - historically considered.

- Ralph Waldo Emerson, "Books," <http://www.rwe.org/complete/complete-works/vii-society-and-solitude/chapter-viii-books.html>
- Ann Blair, "Introduction" from *Too Much to Know: Managing Scholarly Information Before the Modern Age*. (Yale, 2010) pp. 11-61.
- Cathy N. Davidson, "Introduction" and "Part One" from *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn*. (Viking, 2011) 1-58.

Description of Assignments and Grading

Your final grade will be based on the following. I will provide a more complete description of each assignment and expectations at least two weeks before it is due.

Class Participation and Preparation: 10%

An important aspect of this course is your critical engagement with the material and active participation in class. You will be responsible for reading the material before class, having thoughts about that material when you arrive for class, and discussing the material during class. Quality of in-class participation is more important than quantity, but do try to get in the conversation. **Ongoing.**

Small Reading and Discussion Groups: 10%

At least twice a month in Sept-November you will be expected to meet outside of class time with a small group to discuss current events and recent publications relating to books, ideas, culture, and politics. These meetings can be scheduled and held at your group's convenience, in a location of your own choosing, and while meetings should probably last at least 30 minutes, they can go on as long as you like. Topics and readings will be up to you, though I will circulate some guidelines that I think might be helpful, and some sources for good readings. The latter includes *The New York Review of Books*, *The Los Angeles Review of Books*, *The London Review of Books*, *The New Yorker*. The idea behind these groups is to strengthen your social and intellectual bonds with each other while also building habits of reading and conversation that follow recent

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publications and contemporary culture. Groups will submit an informal report of their reading and conversation each month. **Ongoing.**

Journal Review: 20%

You will select a peer-reviewed academic journal relating to an LIS or LIS-related topic/field, read its most recent two-year run in entirety. Then, write a report summarizing the “state of the field” based on your observation of the academic conversations/debates and reflections on professional practice that emerge across the span of your reading. This will be posted to the blog.

Due: September 24

Collection Development Exercise: 20%

You will be given a budget and a topic and asked to build your library’s collection. The end product will be a spreadsheet with the additions, and a short paper (5 pages or less) describing and justifying your approach the exercise and explaining your decisions. **Due: October 29**

Grant Proposal: 20%

Each of you will be assigned to one of eight groups, and each group will draft a grant proposal based on an actual grant call for proposals. **Due: November 19**

Op Ed: 20%

You will write an Op Ed for a local or regional news outlet explaining an information agency’s importance (public library, academic library/university, museum, investigative journalism center, etc) and why that agency justifies additional support (tax revenues, memberships, political support, etc). This will be posted to the blog. **Due: December 17**

MA Portfolios

Each of the formal assignments is an appropriate artifact for your MA portfolio. I encourage you to add one or more to your portfolio during the semester. It is likely that you will do even better work as you progress through the program, and you can replace anything you add later. It is, however, important to begin cultivating content for your portfolio early and often. Also, check out portfolio training in the SLIS library, and see portfolio.slis.wisc.edu.

Grading Policy

A: 94 - 100

Outstanding achievement. Student performance demonstrates full command of course materials and evinces a high degree of originality and/or creativity that far surpasses course expectations.

AB: 88 – 93

Very good achievement. Student performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all course requirements in a superior manner.

B: 82 - 87

Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

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BC: 77 - 81

Marginal work. Student performance demonstrates incomplete understanding of course materials.

C: 72-76

Unsatisfactory work and inadequate understanding of course materials. Course work at this level triggers probationary status unless balanced by an A earned in another course during the same semester.

Academic Integrity

Please see <http://students.wisc.edu/doso/acadintegrity.html> and <http://students.wisc.edu/doso/students.html> for the University's policies on academic integrity and misconduct, including plagiarism.

Accommodations

It is my intention to fully include persons with disabilities in this course. Please let me know immediately if you need any special accommodations to enable you to fully participate. I will try to maintain confidentiality of the information you share with me to the fullest extent possible, given that we may need to speak with your site supervisor. To request academic accommodations, you must register as soon as possible with McBurney Disability Resource Center (1305 Linden Drive; 263-2741; www.mcburney.wisc.edu.)

Late Assignments

Assignments are due on the dates listed in the Schedule. In fairness to your classmates, assignments will be marked down if turned in late. Only catastrophic emergencies will be considered justifiable exceptions to this policy. Late work will incur a penalty of one percentage point a day, unless you contact me on or before the due date, to negotiate an alternative reduction.

Absence Policy

Class attendance is mandatory. Attendance is defined as being present for the entire class meeting. Anything substantially less than that, e.g., leaving at break, will be considered an absence. If illness or an emergency prevents you from attending class, please notify me, and any team members for group projects, by email or telephone before class begins. You should also make arrangements with another student to get her or his notes. An absence will be excused only if the absent student notifies me in advance of the class, or if the absent student can clearly demonstrate that such notification was not possible. If a student does not notify me of an absence prior to the start of class, students should assume that the absence will be considered unexcused.

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Course Objectives, Program Level Learning Outcomes, and Assignments

The course is designed to further a number of the program-level learning outcomes of the School of Library and Information Studies Master of Arts degree program. Several assignments will provide evidence of those outcomes, as per the following table.

Course Learning Objective	Official Program-Level Learning Outcomes(s)	Evidence of Learning Outcomes	Assessing Mastery of Learning Outcome
Students develop an understanding of theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS.	1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.	Op Ed	Students effectively incorporate some theoretical or historical concept(s) into thesis and argument.
		Journal Review	Students survey academic field through a peer-reviewed journal and distill/review key concepts of knowledge and information in that field.
	1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.	Grant Application	Students apply theories of reading and information use to design public reading programs and events for a targeted community of patrons.
Students acquire a strong and informed service ethic grounded in knowledge of local, national, and global information policies and processes, including scholarly processes.	2b. Students apply core ethical principles to professional practice.	Collection development	Students explain relation between core professional ethical principles and selections.
Students develop core skills in providing information services, analyzing information resources, and analyzing information needs of diverse individuals and communities.	3b. Students search, select, and evaluate print and digital information resources.	Collection development	Students clearly explain process of finding and evaluating resources and articulate reasons for final selections.
		Journal Review	.Students identify a peer-reviewed journal and appropriately evaluate the scholarship within.
	3c. Students analyze information needs of diverse individuals and communities.	Collection development	Students explain (using relevant data) why resources chosen are appropriate for meeting needs of target community.
		Grant application Op Ed	Students provide justification for proposed and existing projects based on needs of community.
Students develop critical thinking and writing abilities in order to become more reflective, creative, problem-solving leaders.	4a. Students participate effectively as team members to solve problems.	Grant application	Peer evaluations and group reports reflect commitment to shared work product, shared intellectual community, collegiality, and initiative.
		Small reading and discussion groups.	
	4b. Students demonstrate good oral and written communication skills.	All written assignments, formal and informal (reports on group conversations, etc).	Written assignments are clear, concise, well-articulated and well-reasoned.
In class participation and small reading and discussion groups		Students articulate questions and criticisms of readings effectively and communicate results of in-class work clearly. Students communicate with one another in small groups over shared intellectual interests.	

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