



We acknowledge that UBC resides on the traditional, ancestral and unceded territory of the hə́nq̓mí̓nə́m speaking xʷməθkʷəy̓əm (Musqueam) people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LAIS 607 Doctoral Proseminar – Course Syllabus (3)

Program:	PhD in Library, Archival and Information Studies
Year:	2021-2022 Winter 1
Course Schedule:	Mondays, 9:00 a.m. to 11:50 a.m.
Location:	IKBLC 158
Instructor:	Eric M. Meyers
Office location:	iSchool Suite, Room 485
Office phone:	(604) 827-3945
Office hours:	Tuesdays, 10:00 a.m. to 12:00 p.m. PT on Zoom or by appointment; for a face-to-face meeting, please contact the instructor directly
E-mail address:	eric.meyers@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

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Course Goal:

This seminar course aims to provide doctoral and advanced master's students with an orientation to current research and the academic disciplines in library, archival and information studies (LAIS). It familiarizes students with key schools of thought in the field, provides background on reference disciplines, examines significant research streams, and helps students begin developing their own areas of interest. The course is designed around three broad areas of focus within iSchools: people, information and technology and emphasizes the multidisciplinary nature of LAIS.

Course Objectives:

Upon completion of this course students will be able to:

1. Discuss major themes within the LAIS field, drawing upon knowledge of the key schools of thought and research streams
2. Critically assess the nature and role of research and publication in LAIS
3. Articulate the commonalities and differences among the LAIS disciplines
4. Understand how theory influences and is influenced by LAIS research
5. Independently select, critically assess and synthesize relevant research literature
6. Systematically manage bibliographic references and annotations
7. Run an effective seminar discussion
8. Prepare and present an academic talk



Course Topics:

- Major research areas and schools of thought (to be determined based on student interests)
- Scholarly communication in LAIS: publications, conferences and associations
- Conducting reviews of research literature
- Bibliographic management
- The role of theory in LAIS research
- Multidisciplinarity
- Critical assessment of research
- Scholarly writing

Prerequisites:

PhD: none

MLIS and Dual MAS/MLIS: completion of the MLIS core and permission of the instructor

MAS: completion of MAS core and permission of the instructor

Format of the course:

Class will be synchronously delivered in person. Students will be provided with readings, opportunities to engage in discussion, and practical exercises designed to introduce students to the academic profession and scholarly inquiry. It is recommended that students spend 8-10 hours per week engaging with course content at a minimum. See later sections on attendance and evaluation for more detail.

Required and Recommended Reading:

Required: Booth, W. C., Bizup, J., Colomb, G. G., Fitzgerald, W. T., & Williams, J. M. (2016). *The craft of research*. 4th Edition. Chicago: University of Chicago Press.

Additional readings will be provided in electronic form by the instructor in accordance with the rules of fair dealing.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Professionalism and Participation	Throughout the course	10%	1.1, 3.1, 5.1
Student-led Seminar (10%x2)	TBD	20%	1.1, 1.2, 1.4
Response Papers (5%x5)	Weeks 3,5,7,9,11	25%	1.1, 2.1
Research Paper	Proposal – Week 8	5%	2.1, 2.2, 3.1, 4.1, 4.2
	Presentation – Week 12	5%	
	Final – Week 13	35%	

Assignment Details:

Detailed assignment descriptions will be made available on Canvas. These descriptions are useful as a basic guide, but **the full description is the final word** on assignment parameters, including length and due date.

Student-Led Seminar (Two Times @10% each) – Students will lead a seminar on a topic in research or professional academic practice, drawing on their personal interests and with the guidance of the



instructor. Students will select 1-2 articles or chapters to read, and guide discussion and interactive engagement during one class session (approximately 1/3 of one class period, or 60 minutes).

Response Papers & Writing Assignments (Five times @5% each) – students will engage with an assigned reading or public lecture of various types and provide roughly 500 words of reflection on a question or issue that the reading raised. Papers should be uploaded before class on the due date listed in Canvas. Papers should be written carefully and with attention to detail, including citations where necessary, but can and should reflect personal insights and connections, as opposed to summarizing or reiterating the arguments presented in the assigned readings. Assignments will promote diverse types of academic writing.

Research Paper – students will develop a 4,000-6,000 word literature review (**NOT** counting references) related to their research interest. Students should select the formatting requirements of the conference or journal where they would ultimately like to submit the work. A research paper proposal is required, submitted no later than Week 8 (5%), and we will workshop these in class. Students may propose an equivalent, alternative assignment that is a better match with your career goals (e.g., pictorial, short film) as long as there is an accompanying abstract and reflection.

Course Schedule [week-by-week]

Course material is arranged by the weeks of the academic calendar for a 13-week term. Students may “read ahead” if they wish, any may submit assignments early. However, some content, such as student-led topic materials, may not be available more than a week in advance.

Date	Topics	What to Do
Week 1 Sept 6	<ul style="list-style-type: none"> No class - Orientation 	
Week 2 Sept 13	<ul style="list-style-type: none"> What is inquiry? Developing problem statements 	<ul style="list-style-type: none"> Submit SSHRC application
Week 3 Sept 20	<ul style="list-style-type: none"> What is an iSchool? Multidisciplinary approaches to scholarship and inquiry 	<ul style="list-style-type: none"> Submit Response paper #1
Week 4 Sept 27	<ul style="list-style-type: none"> Student-Led Seminar Guest Faculty TBD 	
Week 5 Oct 4	<ul style="list-style-type: none"> Student-Led Seminar Guest Faculty TBD 	<ul style="list-style-type: none"> Submit Response paper #2
Week 6 Oct 11	<ul style="list-style-type: none"> No class - Thanksgiving 	
Week 7 Oct 18	<ul style="list-style-type: none"> Student-Led Seminar Guest Faculty TBD 	<ul style="list-style-type: none"> Submit paper proposal
Week 8 Oct 25	<ul style="list-style-type: none"> Student-Led Seminar Guest Faculty TBD 	<ul style="list-style-type: none"> Submit Response paper #3
Week 9 Nov 1	<ul style="list-style-type: none"> Student-Led Seminar Guest Faculty TBD 	<ul style="list-style-type: none"> Submit Response paper #4
Week 10 Nov 8	<ul style="list-style-type: none"> Student-Led Seminar Writing a peer review 	
Week 11 Nov 15	<ul style="list-style-type: none"> Bibliographic utilities and citations; measuring scholarly impact 	<ul style="list-style-type: none"> Submit Response paper #5
Week 12 Nov 22	<ul style="list-style-type: none"> Higher education and the role of doctoral education in a multicultural society 	



Week 13 Nov 28	<ul style="list-style-type: none"> • Framing research for public engagement and impact 	<ul style="list-style-type: none"> • Paper presentations
Week 14 Dec 6	<ul style="list-style-type: none"> • Final project and course wrap-up 	<ul style="list-style-type: none"> • Submit Final Project

Expectations:

All students in LAIS 607 are expected to:

- Read the course readings critically in advance of the class session for which they are assigned
- Generate questions and comments, contribute these to class discussions, and apply them to written assignments/class exercises
- Respond to and engage with the contributions of the other students with consideration and respect
- Bring personal ideas and discoveries to class
- Relate the class material to students’ professional needs and growth
- Provide periodic feedback on the content and conduct of the course

Attendance: This is a synchronous class with mandatory in-person class meetings. Participation and engagement with the course materials and other learners are important elements of the course, and it is expected that students will regularly login to Canvas, submit work in a timely fashion, ask questions and share ideas. Being a good online learner involves taking responsibility for managing your work flow, and having some tolerance for ambiguity. Office hours, conducted via Zoom, may be useful for students who need support, but are not a substitute for engagement with discussions and assignments.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Written assignments will be accepted in .doc or .docx format via Canvas. All assignments are to be turned in on or before the date listed in Canvas. Early assignments are always welcome. Late assignments will not be accepted unless a prior arrangement with the instructor is made 24 hours in advance of the assignment due date. Late assignment penalties can be as high as 5% per day, up to 7 days, after which an assignment will not be accepted.

Required Materials: This is a course taught partially online. One print textbook, listed earlier on this syllabus, is required to be borrowed or purchased by all students. It is anticipated that students will have a modern desktop, laptop, or tablet computer, Internet access, and the ability to fully utilize UBC’s course management system (Canvas) and teleconferencing technologies, such as Zoom. Furthermore, students may be asked to engage with scholarly articles, websites, videos, and other media, all of which should be inexpensive or free. If you are lacking any of these resources, or experience loss of essential devices or connectivity during the term, please contact the instructor promptly.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies’ webpage on academic concession](#), and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest



academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.