
Course Number: LIS 8320

Credits: 3

Prerequisite(s): Completion of 18 hours in the MLIS program or consent of instructor.

Rationale for Inclusion in the Curriculum:

The digital revolution has transformed the information environment, making access to current information far easier than it used to be. At the same time, the digital revolution is likely to result in widespread losses of retrospective information. In the past, printed and manuscript records survived to document the way things were at a given time; in the electronic environment, many records are likely to be continually updated, resulting in improved access to current information and losses of retrospective information.

Learning Outcomes:

Students are encouraged to view the digital revolution critically, assessing the advantages and disadvantages of digital technologies in terms of access to information, the dissemination of information, and the survival of information.

Content:

The instructor begins the semester with discussions of several issues related to the digital environment, including the survival of information in the digital environment and copyright in the digital environment. Thereafter, the content varies according to the topics students choose to explore over the course of the semester. Student presentations, accompanied by lively discussion, occupy the majority of the semester. In addition to the substantive content of the seminar, students gain skills using virtual protocols like Adobe Connect for presenting information orally to a group, leading a discussion, and responding to questions.

Course Methodology:

The course is a seminar intended for students in the second half of the MLIS program. The course is taught online through Adobe Connect with synchronous meetings to facilitate interaction and discussion. Each student selects a topic related to the digital environment to explore during the semester. The early weeks of the semester are devoted to presentations by the instructor, with assigned readings that are the basis for class discussion. Subsequent weeks
are devoted to student presentations with student-led discussions. Students will present the
topic they have chosen to pursue and assign readings for other members of the seminar to read
prior to the week’s meeting. Depending on scheduling students may be presenting topics that
are in early or late stages of investigation. At the end of the semester each student submits a
major seminar paper on the topic he or she has selected.

**Bases for Evaluation of Student Performance:**

Seminar paper and class participation.

**Text:**

To be determined, with additional readings for each class posted in Blackboard.