LS 531: ACADEMIC LIBRARIES
Rachel Fleming-May, Instructor
Summer 2009

Nature of the Course

Scope and Purpose

Though this course will touch on the libraries that serve all kinds of academic institutions in the U.S., emphasis is on those of mid- and large size. Though this is not strictly a history class, we will refer to the historical development of higher education and academic libraries to provide a context for our discussion of the 21st Century academic library's theory and practice. There are no facts to memorize and no skills to demonstrate, and you will not learn how to manage any specific function of academic librarianship. The purpose of the course is to help you establish an informed perspective and theoretical framework in preparation for any assignment in an academic library.

Objectives

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of…

- The history of higher education in the United States and the role academic libraries have played in shaping and reflecting that history
- The issues and factors that have had an impact on academic libraries, positive and negative
- Potential roles of the academic librarian, including materials collection, organization, dissemination, creation, preservation, and the provision of services to users
- Common organizational and management issues of academic librarianship and the position of the library within the larger academic institution
- Opportunities for academic librarians to become involved in professional and scholarly organizations and publishing
- The issues related to faculty status for academic librarians; and
- The roles of technology in the provision of academic library services

Grading Policy

Grading

A. Outstanding achievement: Student performance surpasses course expectations; understanding and incorporation of class material is abundantly evident in student work as well as is a grasp of the importance of using supporting material and sources appropriately.

B. The expected level of graduate work. Meets course expectations, shows good understanding of class material effective incorporation of other sources of information.

C. Unacceptable work, below standards for graduate study. Assignments that are incomplete or show a lack of understanding of the class, materials, and principles of LIS.

Grades for this course are based on combined assessment of papers and assignments, in-class participation and contribution, and attendance.

In-Class Participation

It is assumed that each student will miss no more than one session and will speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Papers and Assignments

Papers are assigned grades on the basis of quality of thought and writing style, thoroughness of research and of references, length and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

Due Dates and Late Assignments

Assignments are due at 11:59 p.m. on the due date listed on the syllabus. If an assignment is not turned in by the deadline, one point will be deducted for each 24-hour hour period the assignment is not turned in. Assignments that have not been turned in by the next class meeting (i.e., one week later) will not be accepted and will receive a zero.

Please submit your assignments to the eLearning drop box unless instructed otherwise.

Production of Written Work

Students are required to select APA, MLA, or Chicago style of documentation and utilize it consistently. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism. **Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).**

All assignments must be word-processed and include your name, the date, class number (i.e., LS 507) and the title of the assignment from the syllabus. Please follow the document naming scheme provided on your assignment descriptions.

In-Class Participation

It is assumed that each student will miss no more than one session and will speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

A Word about Chat:

I do not, as a rule, disable the chat function in the eLearning classroom. However, if the nature of the chat taking place is abusive or excessively off-topic, this will have an impact on the participation grade of the individuals involved.

If you private chat with me during class time, please be aware that I will not respond. It's fine to inform me of something via private chat, but it's inappropriate to ask questions using that function while I'm teaching. This is essentially the equivalent of approaching an instructor during a lecture and whispering in her ear.

Attendance

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you must be absent from class, you must:

- Inform me in advance or as soon after class as is possible
- Send me (via Word attachment in email—subject: assignment name) any work due at missed class period
- Watch/listen to the archive of the class you missed
- Obtain notes, handouts, etc. from classmates or me at next class meeting or from eLearning.

Weekly Assigned Readings and Discussion

Assigned readings for this class will be available through the UA Libraries' databases and e-journals, freely available open access journals and web pages, or, when designated, on e-reserve. You will be responsible for locating those that can be accessed using UA's subscription electronic resources.

It is important that you be prepared to discuss readings each week. To facilitate this, please come to class prepared with at least three questions or discussion topics based on the readings. Your participation in these discussions will constitute the bulk of your participation grade.

Production of Written Work

Students are required to select one of the standard styles of documentation and utilize it consistently. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism. **Work that includes incomplete in-text citations or reference lists will receive lower grades.**

All assignments must be word-processed and include your name, the date, class number (i.e., LS 531) and the title of the assignment from the syllabus.

Incompletes

A grade of *I* (Incomplete) is reserved for emergencies that preclude the student from completing the course on time. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I instructor invite your comments throughout the course and read all comments, suggestions, and recommendations.

LS 531: Academic Libraries
Weekly Schedule
Rachel Fleming-May, Instructor

Date	Topics	Student Responsibilities	Required Readings
6/8	• Introduction to course • Introduction to Instructor, Classmates. • Discussion of Schedule, Syllabus, • Assignments • Introduction to electronic resources for class • RW folder: **http://tinyurl.com/ua-ls-531** **History and Foundations** • A Brief History of Higher Education in the U.S. • Academic Libraries Pre-World War II • U.S. Higher Education and Academic Libraries: 1946-present	• Set up access to UA VPN (if not already secured) • Set up RefWorks account • Complete RefWorks tutorials, if needed	Budd, 1998
6/15	• Issues in Contemporary Higher Education • The Changing Academic Library • The Nature of Academic Librarianship • The Academic Library Community	Complete Plagiarism Tutorial: http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php Email your pre-(http://www.lib.usm.edu/legacy/plag/pretest.php) and post-tests (http://www.lib.usm.edu/legacy/plag/posttest.php)	*Defining Relevancy*: Intro, Ch. 1, 18, Ross & Sennyey (2008). *Last Name A-C*: Bird, B. J., & Allen, D. N. (1989) *Last Name D-L* Larreamendy-Joerns, J., & Leinhardt, G. (2006). *Last Name M-R* Rhoades, G. (1987) *Last Name S-Z* Yair, G. (2008)
6/22	**The Library and the Academy** • Accreditation • Scholarly publishing • Internal and External Structure of Academic Libraries • The Academic Library and Governance • Planning and assessment • Budgeting/finance	Response Journal 1 Due	*Defining Relevancy*: Sections II and IV; Ch. 14 Dalrymple (2001) Chrzastowski (2008) Lynch, et al. (2007) Antell & Engel (2006)
6/29	**The Academic Library and Librarians** • Academic Library Personnel • Librarians as faculty • Career issues • Keeping up • LIS Education for Academic Librarianship • Organizations for Academic librarianship • Publishing in LIS		Standards for faculty status for college and university, librarians: Approved at ALA Annual Conference, June 2007 Do librarians with tenure get more respect? (2003) Hoggan (2003) Flatley & Weber (2004) Oud (2008) Nisonger & Davis (2005) Lynch (2004)
7/6	**Information and Scholarly Communication**	LIS Literature Assignment Due	*Defining Relevancy*: Ch. 15

7/13	- The collection: principles - Preservation and conservation - Selection, maintenance, deselection - Technology and the electronic revolution in academic libraries - Electronic resources management - Consortia	Response Journal 2 Due	Kohl & Sanville (2006) Boettcher (2006) K. Hahn (2008) Jantz & Wilson (2008) Bennett (2008) T. Hahn (2008)
7/20 7/27	**The Academic Library and Its Constituents** - Services to users - Information Literacy - Instruction and Pedagogy - Working with Faculty - Marketing and Outreach - Liaison Activities		*Defining Relevancy*: Section III; Ch. 10 Macaluso & Petruzzelli (2005) Guidelines for liaison work in managing collections and services (2001) Saunders (2007) Marshall (2001)
8/3	Class Meeting TBD (Dependent upon student presentations)	• Final Response Journal Due • Final Project Due	

Supplemental Readings: Alpha by Author

Antell, K., & Engel, D. (2006). Conduciveness to scholarship: The essence of academic library as place. *College and Research Libraries, 67*(6), 536.

Bennett, S. (2008). The information or the learning commons: Which will we have? *Journal of Academic Librarianship, 34*(3), 183-185.

Bird, B. J., & Allen, D. N. (1989). Faculty entrepreneurship in research university environments. *Journal of Higher Education, 60*(5), 583-596.

Boettcher, J. (2006). Framing the scholarly communication cycle. *Online, 30*(3), 24-26.

Budd, J. (1998). Brief history of higher education and academic libraries in the United States. In J. Budd (Ed.), *The academic library* (pp. 24-47). Englewood, CO: Libraries Unlimited.

Chrzastowski, T. E. (2008). Assessment 101 for librarians: A guidebook. *Science and Technology Libraries, 28*(1/2), 155-176.

Dalrymple, P. W. (2001). Understanding accreditation: The librarian's role in educational evaluation. *portal: Libraries and the Academy, 1*(1), 23-32.

Do librarians with tenure get more respect? (2003). *American Libraries, 34*(6), 70-72.

Flatley, R. K., & Weber, M. A. (2004). Professional development opportunities for new academic librarians. *Journal of Academic Librarianship, 30*(6), 488-492.

Guidelines for liaison work in managing collections and services (2001). *Reference and User Services Quarterly, 41*(2), 107-109.

Hahn, K. L. (2008). Talk about talking about new models of scholarly communication. *Journal of Electronic Publishing, 11*(1), online.

Hahn, T. B. (2008). Mass digitization: Implications for preserving the scholarly record. *Library Resources and Technical Services, 52*(1), 18-26.

Hill, J. S. (2007). Technical services and tenure: Impediments and strategies. *Cataloging and Classification Quarterly, 44*(3/4), 151-178.

Hoggan, D. B. (2003). Faculty status for librarians in higher education. *portal: Libraries and the Academy, 3*(3), 431-445.

Jantz, R. C., & Wilson, M. C. (2008). Institutional repositories: Faculty deposits, marketing, and the reform of scholarly communication. *Journal of Academic Librarianship, 34*(3), 186-195.

Kania, A. M. (1988). Academic library standards and performance measures. *College and Research Libraries, 49*, 16-23.

Kohl, D. F., & Sanville, T. (2006). More bang for the buck: Increasing the effectiveness of library expenditures through cooperation. *Library Trends, 54*(3), 394-410.

Larreamendy-Joerns, J., & Leinhardt, G. (2006). Going the distance with online education. *Review of Educational Research, 76*(4), 567-605.

Lindauer, B. G. (1998). Defining and measuring the library's impact on campuswide outcomes. *College and Research Libraries, 59*(6), 546-570.

Lynch, B. P. (1998). The development of the academic library in American higher education and the role of the academic librarian. *Leadership and academic librarians.* (pp. 3-21) Greenwood Press; Greenwood Press.

Lynch, B. P. (2004). Theory and practice. *Library Administration and Management, 18*(1), 30-34.

Lynch, B. P., et al. (2007). Attitudes of presidents and provosts on the university library. *College and Research Libraries, 68*(3), 213-227.

Lynch, B. P., & Smith, K. R. (2001). The changing nature of work in academic libraries. *College and Research Libraries, 62*(5), 407-420.

Macaluso, S. J., & Petruzzelli, B. W. (2005). The library liaison toolkit: Learning to bridge the communication gap. *Reference Librarian, 89*, 163.

Marshall, N. J. (2001). Public relations in academic libraries: A descriptive analysis. *Journal of Academic Librarianship, 27*(2), 116.

Nisonger, T. E., & Davis, C. H. (2005). The perception of library and information science journals by LIS education deans and ARL library directors: A replication of the kohl-davis study. *College & Research Libraries, 66*(4), 341-377.

Oud, J. (2008). Adjusting to the workplace: Transitions faced by new academic librarians. *College and Research Libraries, 69*(3), 252-266.

Rhoades, G. (1987). Higher education in a consumer society. *Journal of Higher Education, 58*(1), 1-24.

Ross, L., & Sennyey, P. (Full Text HTMLFull Text PDF 2008). The library is dead, long live the library! the practice of academic librarianship and the digital revolution. *Journal of Academic Librarianship, 34*(2), 145-152.

Saunders, L. (2007). Regional accreditation organizations' treatment of information literacy: Definitions, collaboration, and assessment. *Journal of Academic Librarianship, 33*(3), 317-326.

Standards for faculty status for college and university, librarians: Approved at ALA annual conference, June 2007 (2007). *College and Research Libraries News, 68*(8), 530.

Yair, G. (2008). Can we administer the scholarship of teaching? lessons from outstanding professors in higher education. *Higher Education, 55*(4), 447-459.