

Drexel University College of Information Science and Technology
Academic Library Service – I651

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Course Text: There is a text required for this course. Budd, John M. *The Changing Academic Library: Operations, Culture, Environments*. Chicago, IL : Association of College & Research Libraries, 2005. Though not required you may be interested in obtaining a copy of: Gregory, Gwen Myer, ed. *The Successful Academic Librarian: Winning Strategies From Library Leaders*. Medford, NJ: Information Today , 2005. Z 682.4 C63 S84

Academic Honesty & Integrity Policy:

It is assumed you will conduct yourselves in a professional manner:

1. Show respect and tolerance for the opinions of other class members; answer questions regarding your opinion in a non-defensive manner. Practice good listening skills.
2. Follow classroom etiquette guidelines (at end of syllabus).
3. Concern yourself with issues of importance, not personalities.
4. Set a personal standard that requires academic honesty: plagiarism or cheating, per policy, may result in failing this course and/or dismissal from the program.

Course Objective:

Examine the role of library service in higher education, with an emphasis on issues related to organization, administration, services, the integration of technology, current challenges facing academic librarians, and the relationship of the library to the overall college and university program. Students will develop an appreciation for and understanding of the academic library and higher education environment. The course instruction is designed and delivered with an objective of helping to prepare students for entry-level positions in academic libraries.

Course Outcomes and Exit Competencies:

Prepares the student:

- To develop an understanding of the environment in which academic libraries exist; to understand the environment of higher education.
- To define the role of the academic library and librarian.
- To examine academic library organizations, services and concomitant problems, challenges, and opportunities for new services, resources, and programs.
- To develop knowledge of information literacy and how it relates to the academic library's instructional role.
- To understand the impact of technology on the operation of academic libraries, and how academic libraries must change in anticipation of and response to technology change.
- To be aware of changes and trends occurring in academic libraries

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Course Content:

Principle topics and the approximate number of sessions devoted to each are:

- Overview of higher education institutions (1/2)
- Academic library standards and accreditation (1)
- Academic library organization and structure – public services (1/2)
- Reference services – traditional and digital (1/2)
- Academic library organization and structure – technical services (1)
- Information literacy and instruction issues (1)
- Collection management (1/2)
- Managing electronic resources (1/2)
- Scholarly publishing crisis (1/2)
- Academic library field trip (1)
- Digital libraries (1/2)
- Consortia (1/2)
- Serving campus and remote populations (1)
- Academic Libraries – future possibilities (1/2)

Presentation and Evaluation:

This course is taught using lecture, class discussion, guest presenters, student presentations, and a field trip. Assignments will include required readings, reaction and reflection papers, journals, a course project, and a readings exam. This course relies on discussion as an instructional method, and part of the grade is based on class discussion.

Teaching Philosophy:

In order to achieve a deep understanding of any topic, I believe the learning community should be:

1. Active
2. Student-centered
3. Research and inquiry based
4. Socially constructed through informed dialogue. Discussions are essential to this course. Students are expected to participate.
5. You learn about academic libraries by going to academic libraries and talking to academic librarians..

Course Outline:

Class ###	Topics	Assignment
1 4/4	A Look At Higher Education 1. Review syllabus and goals of course 2. Overview of course and assignments 3. Why are academic librarians passionate about what they do? 4. Development of higher education and academic libraries in the U.S. 5. Types of institutions (Carnegie	1. Read Bell, “A Passion for Academic Librarianship: Find It, Keep It, Sustain It.” 2. Read Budd, Chapter 1 Today,

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Class ###	Topics	Assignment
	Classifications) 6. Current Trends in Higher Education	
2 4/11	<p style="text-align: center;">Standards, Accreditation & The Academic Library Mission</p> <ol style="list-style-type: none"> 1. Library Mission Statements 2. Standards and accreditation (focus on outcomes assessment) 3. The Role of the Academic Library <ul style="list-style-type: none"> Defining the constituency Planning and budgeting 4. The Role of the Academic Librarian <ul style="list-style-type: none"> Professional responsibilities Teaching Research Personal Development Leadership and Management The Status Issue 	<p><i>Please complete for week #2:</i></p> <ol style="list-style-type: none"> 1. Read: Murray-Rust, “Should Librarians Get Tenure?” and Carver, “No, It Can Hamper Their Roles.” 2. Submit a 1-2 page summary and reaction paper. What is your view on tenure for academic librarians? Be prepared to share your paper with the class. No peer review necessary. 3. Discussion Board Entry 4. Research libraries for course project; be contacting libraries to identify and select a library for the project. 5. Budd, Chapter 2, 5 and 11
3 4/18	<p style="text-align: center;">Public Service Issues</p> <ol style="list-style-type: none"> 1. Models of Library Organizations 2. Public Services <ul style="list-style-type: none"> Collection Development ILL Circulation Services Quality of Life Services 3. Digital Reference and Re-thinking Reference Services <p>Guest speaker: Sam Stormont, Temple U.</p>	<p><i>Please complete for week #3:</i></p> <ol style="list-style-type: none"> 1. Read: Lipow’s “Point-of-Need Reference Service” and Coffman’s, “To Chat Or Not To Chat (both parts)”. 2. Read: An article from the <i>Chronicle of Higher Education</i> from within the past month. Submit a two-page abstract, summary, and reaction paper. How might the issue discussed in the article impact the campus library? Be prepared to discuss in class. Will need peer review. 3. Discussion Board entry 4. Confirm library selected for the project (include e-mail agreement with that library’s director). May be submitted by e-mail. 5. Budd, Chapter 6
4 4/25	<p style="text-align: center;">Technical Service Issues</p> <ol style="list-style-type: none"> 1. Trends in Information Processing <ul style="list-style-type: none"> Cataloging Serials Acquisitions, Binding, etc. <p>Guest Speaker: Susan Cheney, St. Joe’s U.</p>	<p><i>Please complete for week #4:</i></p> <ol style="list-style-type: none"> 1. See the article links in our Bb site. You’ll be reading Pace “My Kingdom for an OPAC” and Tennant “Lipstick on a Pig.” Try to look at Schneider’s “How OPACs Suck” – and the comments. 2. Discussion Board Entry 3. Project Report #1 is due
5 5/2	<p style="text-align: center;">Information Literacy and Library Instruction</p> <ol style="list-style-type: none"> 1. Information Literacy Overview 2. Instruction versus Literacy 3. Faculty-Librarian Collaboration 4. Planning Instruction 	<p><i>Please complete for week 5:</i></p> <ol style="list-style-type: none"> 1. Read: Bell, “The Infodiet,” and Wilder, “Information Literacy...”. Submit a two-page abstract, summary, and reaction paper in which you discuss both. Be prepared to discuss in class. Will need peer review. 2. Discussion Board Entry

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Class ###	Topics	Assignment
	5. Assessment 6. Technology-Enhanced Learning and Courseware Issues	
6 5/9	Field Trip – Research Library Be at Penn’s Van Pelt Library at 6:00 PM	<i>Please complete for week #6:</i> Discussion Board Entry
7 5/16	Collection Development, Managing E-Resources, Scholarly Publishing 1. Developing a curriculum-based collection 2. Strategies for selection in academic libraries 3. Selecting, licensing, and managing e-resources 4. The crisis in scholarly publishing 5. Institutional Repositories Guest speaker: Jeanne Shuttleworth, Penn	<i>Please complete for week #7:</i> 1. Review multiple articles in the “Readings” folder for week six in preparation for this class. They are listed on the page in priority order for you. 2. Discussion Board Entry 3. Project Report #2 is due 4. Read Budd, Chap. 3, 8 and 9
8 5/23	New Challenges Roundtables 1. Google and Competition 2. Accountability in Higher Education 3. Online and Social Communities 4. Working with Consortia	<i>Please complete for week #8:</i> 1. You will be participating in 4 roundtable discussions with classmates. Review multiple articles in the “Readings” folder for week eight in preparation for this class. 2. Discussion Board Entry 3. Prepare for reading exam.
9 5/30	Serving Campus and Remote User Populations 1. The Library Building Debate 2. Distance Education Revolution 3. Standards for Service 4. Service to “Remote” Users on Campus 5. One-hour reading exam (you may use any notes or materials)	<i>Please complete for week #9</i> 1. Read: Carlson’s two articles, “The Deserted Library” and “Thoughtful Design...”. Submit a two-page abstract, summary, and reaction paper in which you discuss both. Be prepared to discuss in class. 2. Discussion Board Entry
10 6/6	Future Considerations 1. The Future of the Academic Library Building 2. New Roles for Academic Librarians 3. Project Presentations	<i>Please complete for week #10:</i> 1. In class presentations summarizing what you learned about your library. 2. Project Report #3 due

1. Course Evaluation:

a. **Research papers** (please see “Research Papers” description). There are four research reading/writing assignments. Each is worth 5% for a total of **20%** of the grade.

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b. **Weekly contributions to course discussion board.** These entries are credit/no credit requirements. They are mandatory. **Any missed entry results in deduction of two points from your final cumulative average:**

c. **Reading exam:** This will be an in-class exam of one-hour in duration. There will be four questions to answer. Your grade will be based on how well you use class readings and class discussion in your answers to the question. The exam accounts for **15%** of your grade. The exam will be administered the ninth week of class. This exam in “open notes” – you can refer to any materials you like.

d. **Course Project:** You will select an academic library to learn about and study. See the separate project description sheet for the details. You will submit three papers and make a class presentation. The papers are due throughout the 10 weeks and an oral summary will be made in the final session. The project accounts for **60%** (three papers @ 20% each) of your grade. If two students join together for the project each student receives the same grade.

e. **Class Participation** counts for 5% of your grade. You can participate by regularly contributing to class discussions, sharing your thoughts about readings, responding to instructor questions, etc. Discussion board postings do not count as class participation.

2. **Prime Directives:** Innovate; Challenge assumptions; Take responsibility for your own (and your colleague’s) development. Before you hand in a paper or any assignment, please answer this question: Is this my best work?

3. **Grading Policy—Assessment Components:**

- a. Research Paper Assignments: 20% (4 @ 5% each)
- b. Course Project: 60% (3 @ 20% each)
- c. Readings Exam: 15%
- d. Class Participation: 5% (requires active participation in class discussions and discussion board)
- e. E-journal entries – required – will result in a grade deduction if any not submitted.

4. **Grading Policy—Letter Grade Equivalents to Numeric Scores:**

A+	98-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	59 or lower

5. **Grading Policy—Philosophy:**

- a. Your writing must be succinct (more is not necessarily better) and citations used should conform to the APA style.

- b. There are no absolute right (or wrong) ways or right (or wrong) answers! You will be evaluated based on your ability to think an issue through.. All your choices should be well thought-out and carefully planned.
- c. Conclusions, as much as possible, are derived from data, expert opinion, collaboration, and reflection.

6. Research Papers:

- a. There is a difference between a “**summary**”, an “**abstract**”, a “**reaction paper**, and a “**reflective essay.**” Briefly:
 - i. An **abstract** is an overview of the factual information. This should be no more than two to four short sentences – or a very brief paragraph.
 - ii. A **summary** is an interpretation of the article’s intended meaning, i.e., what is the author trying to tell us? The summary is more factual.
 - iii. A **reaction paper** is your opinion about what the author is saying. What do you think? How would you respond?None of them should be longer than two pages double-spaced– aim for brevity.
- b. You will do a search of the library literature to locate a research paper from a scholarly journal (preferably no older than 2000), or you locate an article from the *Chronicle of Higher Education*, or be assigned a paper. Some of your research papers must be peer reviewed. The peer reviewer’s comments of your writing must be summarized in one short paragraph at the end of your paper. You may not use the same reviewer or expert twice during the semester. However, reviewers can be from the current class.
- c. You should **always** be prepared to present your research paper to your colleagues if called upon during class.

Classroom Etiquette

Cell phones, handhelds/PDAs, pager and other electronic devices are to be turned off and stored during class sessions. I anticipate that no phone calls will be made or received during class. If you must make a call, please exit the classroom. Eating is not permitted during class (beverages are acceptable). Be considerate of the rights of others; please refrain from speaking while others are doing so.