University of Kentucky

School of Information Science

LIS 646 Academic Libraries

Spring 2017

Instructor

Dr. Stacey Greenwell

University of Kentucky Libraries

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Office Hours

· Via **Adobe Connect (Links to an external site.)** Mondays 7-8 pm and by appointment

· I will generally respond to email messages within 24 hours. I encourage you to schedule phone or Adobe Connect meetings with me as needed.

Class Information

· Online

· Optional synchronous meetings

Course Information

Course Description

LIS 646 examines historical development of academic libraries and their roles in higher education. Topics considered include the environment of academic libraries, organization and management needs of client groups, information resources and services provided to clients; and issues, trends, and developments in academic libraries. Pre-requisite: LIS 601 or consent of instructor.

Course Objectives

Upon completing this course, you will be able to:

- understand of the role of the academic library within the context of higher education
- describe the core services of the academic library
- examine organizational and administrative issues related to the academic library
- recognize and discuss factors influencing change in the academic library
- articulate a vision for the future of the academic library

Course Outline

This course will address the following topics:

- History of higher education
- Students, faculty, and campus culture
- Governance, funding, and accreditation

- Library services overview
- Staffing and liaison roles
- Learning spaces
- Technology services
- Collections and scholarly communications
- Instruction and information literacy
- User experience studies
- Library value and assessment
- Marketing and public relations
- Challenges and future directions
- Your future academic librarian position

Required Textbook

Alire, C.A. & Evans, G.E. (2010) *Academic Librarianship*. New York: Neal-Schuman. ISBN: 9781555707026

Additional weekly readings will be made available via Canvas.

Assignments

Assignments for this class are listed in the **Assignments Summary** section below. You are encouraged to ask questions via Canvas or contact the instructor directly for any clarification. All assignments are due on the due date. All citations must be in APA or MLA format. Assignments must be prepared in a professional manner with correct grammar and spelling. Additional details and resources related to all assignments can be found in Canvas.

Grading

Grades are given for each completed assignment and are based on adherence to the requirements of the assignment and the quality of work. If you are having problems completing an assignment, please discuss your situation with the instructor before the assignment is due for guidance and advice. Any extenuating circumstances should be discussed with the instructor when they arise. Assignments that are handed in more than 24 hours late will automatically be given a lower grade. If it is more than 72 hours late, the grade received is "0." Please note that no make-up or extra credit work is given in this class. The scale for final grades is as follows:

[90% – 100%] = **A (Exceptional Achievement)**

[80% –   89%] = **B (High Achievement)**

[70% –   79%] = **C (Average Achievement)**

 [0% –   69%] = **E (Failing)**

Course Calendar

This course is conducted completely online. The course calendar lists readings for the semester; however, additional readings will be assigned as needed. All readings will be from the Alire & Evans textbook or will be linked in Canvas.

Assigned reading must be completed before the first day of that week in order to participate fully in the online discussion.

Example: Alire & Evans chapter 2 must be read by January 15.

Online discussion is an essential part of this course. Starting with Week 2, each week begins on a Sunday. The instructor will post supplemental materials (lectures, videos, PowerPoint slides, etc.) as well as a discussion starter by each Sunday. You will be expected to follow that discussion starter prompt and actively participate in the discussion by the end of the week.

Example: Your response to the prompt posted on January 15 must be posted by January 21. This includes comments on your classmates' posts, so the earlier you can post your initial response, the better.

Additional information about expectations for the required online discussion and all other assignments can be found in the **Assignments Summary** section below.

The weekly course calendar and readings are located in the **Modules** section of this course.

Course Polices and Guidelines

Attendance

Attendance in an online environment is essential to the overall success of the course. Online attendance is measured by participation in the discussion forums and other required elements. One absence is constituted by a lack of activity for a week. Unexcused absences for online attendance will affect your grade for weekly class discussion and participation. Acceptable reasons for non-participation include illness or bereavement.

Please refer to **Student Rights and Responsibilities, Part II, Section 5.2.4.2 (Links to an external site.)** on UK's policy on excused absences which defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the **UK Ombud's website (Links to an external site.)**. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.
Part II of Student Rights and Responsibilities (Links to an external site.) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are

so generally and freely circulated as to be a part of the public domain (Section 6.3.1). Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please let the instructor know as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center 859-257-2754, 725 Rose Street, Suite 407 Multidisciplinary Science Building, Lexington, KY 40536-0082 (Building 82 on the Campus Map).

Integration of Syllabus with UK Educator Preparation Unit Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Technology Information & Resources

Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Please see the guide to supported operating systems and browsers.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

> http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill

disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

Assignments Summary:

Weekly Class Discussion and Participation (40)

Online discussion is an essential part of this course. You are expected to participate by responding to the instructor's weekly prompt as well as ask questions and comment on the responses of your classmates. Some prompts may ask questions related to the weekly reading; others may require some additional outside research and ask you to post at least one new resource (article, blog post, video, etc.) related to the topic. As this course takes place entirely online, check the discussion board several times per week. Think of checking it regularly as you would email or social media. Avoid waiting until late in the week to make your initial posts, as it important to give your classmates time to reflect and comment on your postings as you do with theirs. This class is structured as a graduate seminar, so your learning as well as your classmates' is highly dependent on your engagement in class discussions. The discussion boards are an essential part of this course as well as your grade, and the instructor will provide you with feedback on your work, particularly at midterm.

Weekly Discussion on Higher Education News (15)

Following the news in academia is an important part of being an academic librarian. With another classmate, you will co-lead one week's online discussion with your classmates concerning an article or blog post from the *Chronicle of Higher Education.* Your online discussion leadership includes working with your partners to: find and briefly summarize an article of interest, ask a starter question, respond to your classmates, and summarize the discussion at the end of the week. Discussion co-leaders are expected to be active participants in the regularly weekly class discussion as well and assist the instructor in summarizing those threads. When it is not your week to co-lead the discussion, you are expected to comment on the posts of your classmates.

Academic Library Analysis (15)

In this assignment, you will use the main library at the undergraduate institution you attended as an example to understand the context of the academic library within the institution as well as how the library compares to other libraries. If for some reason your undergraduate institution did not have a library, use the University of Kentucky for this assignment. You will write a 3-5 page paper which describes a general overview of the services of the library as well as summarizes the institution's and the library's profile using various education and library science statistical sources. **This assignment guide** will be helpful in completing the Academic Library Analysis. Please ask the instructor if you have any questions!

Final Paper (30)

On a topic of your choosing related to academic libraries, you will write a 10-15 page paper that summarizes the key literature in your area of interest. This paper will serve as your final, and you are expected to bring in themes from the course in the paper. **This assignment guide** will be helpful in completing the Academic Library Analysis. Please ask the instructor if you have any questions!

Please check Canvas for most current course information.

	Date	Topic	Reading (subject to change, see Canvas for updated list)	Assignment
1	1/11	Introductions and course overview	• Alire & Evans, Ch. 1 • O'Neil, "Academic Libraries and the Future"	Introductions and Discussion
2	1/15	History of higher education	• Alire & Evans, Ch. 2 • Thelin, "American Higher Education Since 1960"	Discussion
3	1/22	Students, faculty, and campus culture	• Alire & Evans, Ch. 3-5 • Horizon Report Higher Education Edition 2015	Discussion
4	1/29	Governance, funding, and accreditation	• Alire & Evans, Ch. 6-7 & 10 • Neal & Smith, "RCM and the University Library"	Discussion
5	2/5	Library services overview	• Alire & Evans, Ch. 12 • Miller, "Imagine! Future of Teaching and Learning and the Academic Research Library"	Discussion; Academic Library Analysis due 2/10
6	2/12	Staffing and liaison roles	• Alire & Evans, Ch. 13 • Bell & Shank, "Blended Librarian" • Williams, "Framework for Articulating New Library Roles" • ARL Report, "Transforming Liaison Roles"	Discussion
7	2/19	Learning spaces	• Alire & Evans, Ch. 8 • Beagle, "Conceptualizing an Info Commons" • Lippincott, "Linking Info Commons "	Discussion
8	2/26	Technology services	• Alire & Evans, Ch. 9 • ECAR Report, "Study of Undergrads and IT 2014"	Discussion
9	3/5	Collections and scholarly communication	• Alire & Evans, Ch. 11 • Levine-Clark, "Access to Everything"	Discussion
			Spring Break	
10	3/19	Instruction and information literacy	• Head, "Project Information Literacy" • Weiner, "Info Literacy and the Workforce" • Booth, "Instructional Literacy"	Discussion
11	3/26	User experience studies	• CLIR, *Participatory Design in Academic Libraries* • ARL User Experience SPEC Kit Summary	Discussion
12	4/2	Library value and assessment	• Oakleaf, "Value of Academic Libraries" • Soria, Fransen & Nackenrud, "Library Use & Undergraduate Student Outcomes" • Cox & Jantti, "Library Use & Performance" • Stone & Ramsden, "Library Impact Data Project"	Discussion
13	4/9	Marketing and public relations	• Mathews, *Marketing Today's Academic Library*	Discussion
14	4/16	Challenges and future directions	• Alire & Evans, Ch. 14 & 16 • ACRL Report, *Environmental Scan 2015*	Discussion; Final Paper due 4/21
15	4/23	Your future academic library position	• Alire & Evans, Ch. 15	Discussion