School of Library and Information Science-University of Kentucky
LIS 646
Academic Libraries
Syllabus
Fall 2011

Instructor
Sharon Almquist Internet email: almquists@nku.edu. Please post course questions on the Blackboard discussion board or send me email using the Blackboard Private Messages function. I communicate through email and chat. If you have an emergency, please contact the LIS office at 859.257.8876 and they will get touch with me.

Office Hours
While I do not hold formal office hours, emails are generally answered within 48 hours excluding weekends and holidays. Virtual text or voice chats are available upon request.

Textbook

Course Description
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 clients; and issues, trends, and development in academic libraries. Preq: LIS 601 and LIS 602 or consent of instructor.

This is an active learning course and requires frequent participation from you in the lesson discussion boards. Nothing can be learned effectively in a vacuum. The course is a reading and discussion forum in which you will examine various resources and develop solutions to problems academic libraries face, and will face, in support of their constituencies.

Goals
Prepare students to understand the functions and environment of institutions, libraries, librarians, faculty, managers, administrators, and leaders in an academic setting by:

1. introducing them to the history, culture, status, and terminology of academic libraries and institutions of higher education,
2. exploring important current and past issues and trends in academic librarianship,
3. examining the roles and responsibilities of that group known as "faculty"

Objectives
1. Trace the development of academic libraries, higher education, and the role of the teaching faculty in the United States and describe their contemporary environment.
2. Outline the educational role and administrative functions of the academic library within its institutional setting.
3. Identify major differences in types and sizes of academic institutions and their libraries.
4. Identify current major trends and issues of higher education in general and of academic libraries in particular.
5. Identify journals, associations, and other sources of information about current trends and issues.
6. Examine situational case studies and suggest solutions to the problems they pose.

**Methodology**

Academic libraries is taught entirely online. There are no face-to-face meetings required.

1. assigned readings from the textbook and additional online sources
2. discussions on the lessons/lectures/readings
3. lesson projects
4. guest participation
5. lectures
6. wrap-up worksheets showing learning experiences

**Netiquette & Collegiality**

Netiquette and collegiality come under the heading "What we all already know, but talk about anyway." As you know, every time you link to enter UNT sites, your communications are open for others to see. If you are not careful, these communications may violate UNT policies. Online communications are emails, discussion board postings, chats, attachments, links, and instant messages. So, to review-

- Do not use language that is:
  - Harassing
  - Threatening
  - Discriminatory (Terms such as "idiot" and "moron" are examples of inappropriate discourse when referring to colleagues.)
  - A copyright violation
  - Profane (even if the profanity is abbreviated)

Do not:

- Send obscene pictures
- Send offensive email (with offensive being in the view of the receiver)
- Insult anyone
- Insult anyone's ideas or thoughts (disagreement is all right, insulting people is not)
- the use of excessive ???? or !!! or comments in ALL CAPS. This is equivalent to SHOUTING at someone and can be construed as hostile or insulting behavior.

If you have any doubts, don’t send it! I respect **collegiality** and hope you do as
Lesson Discussions-Projects forum - Goals

The goals of this active learning process are to not only introduce you to the complexities of academia, academic libraries and librarians, but also to address ACRL's (Association of College and Research Libraries) information literacy skills and outcomes, which state:

"Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed [Determine if additional information is needed to complete the discussion or project.]
- Access the needed information effectively and efficiently [Access the lectures and readings as assigned. Add additional information as necessary. Use the Internet effectively.]
- Evaluate information and its sources critically [Ask questions. Take advantage of interacting with your peers, guests, and the professor in the discussions forum.]
- Incorporate selected information into one's knowledge base [Synthesize the information presented both in the lectures and readings as well as different viewpoints presented by others in the discussions and projects.]
- Use information effectively to accomplish a specific purpose

Outcomes Include:

1. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards) [In our case, participating in the lesson discussions, projects, and filling out the Wrap-up Worksheet.] Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance [Using your own experiences to enhance the discussions.]
2. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance [Referencing lectures and readings as well as adding new information to support your position or argument.]...

The information literate student revises the development process for the product or performance.

Outcomes Include:

1. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process [Again, maintaining and filling out the Wrap-up Worksheet.]
2. Reflects on past successes, failures, and alternative strategies [Reflecting on learning experiences and the success of your postings in the Wrap-up Worksheet.]

The information literate student communicates the product or performance
effectively to others.

Outcomes Include:

1. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience [In the case of the discussion questions, using the forum effectively to interact with his/her peers, guests, and the professor.]

2. Uses a range of information technology applications in creating the product or performance [Includes using Blackboard text discussions, voice discussions, and attachments such as Word or PowerPoint.] ...

• Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally--Excerpted from ACRL, Information Literacy Competency Standards for Higher Education, available online: http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Lessons: There are three lessons in this course that are arranged into three discussion-project activities forums. You submit a wrap-up worksheet for each lesson—three total.

Lesson Discussions-Projects Activities - Requirements
Your assignments for lessons encompass the content presented in the lectures and readings for each lesson.

Requirement #1: Participate in two question discussions per lesson.
I have already posted the questions for you. You may pick out two that interest you. While you are only required to participate in two discussions per lesson, please feel free to comment in as many as you like. Be sure to keep track of your comments, and dates of discussion postings, to include on your wrap-up worksheet.

Requirement #2: Complete two mini projects per lesson.
I have posted a number of mini projects from which you may choose. For each mini project, read the mini project description and post your response in the form of comments either in the text box within Blackboard, as a Word attachment, or a presentation (PowerPoint attachment). (Note: converting your attachments to PDF ensure ultimate compatibility.)

Team or Individual? For the lesson mini projects, you may choose to work individually or as a team (2-5 individuals). When you submit the mini project, simply include the names of all of those who worked on the mini project as part of the subject heading and also in the body of the mini project itself.

Be aware that one team mini project is required and is worth 10 points. (That is, you receive 10 points just for completing one mini project with one or more partners.) You pick the project and you pick your team. A discussion board titled “Request for Project Partners” is available to facilitate the process.

There are also generic discussion boards and chats available for team use.
**Question:** How is the mini project graded when I work in a team?

**Answer:** Each member of the team will receive the same grade. You are all still required to fill out the Wrap-up Worksheet individually.

**Question:** Is there still a 500 word limit for team projects?

**Answer:** Yes there is. Consider it a challenge.

**Requirement #3:** After the conclusion of each lesson, you fill out and submit a lesson Wrap-up Worksheet. (Check the course schedule for exact due dates.) There are three wrap-up worksheets in all. Use the worksheet to help you focus on how to handle your discussions about academic libraries and to identify ways that you may improve your online discussion skills. You are also asked to describe three learning experiences that resulted from your participation in the lessons' activities.

**Learning experiences:** an opportunity for your to reflect on and analyze what you learned from the lesson’ discussions (including interactions with the professor and/or guests), mini project, lectures, or readings. List at least three areas in which your knowledge base was expanded and compare this to what you have already learned in class or were already aware of.

**Wrap-Up Worksheets**
Download each lesson wrap-up worksheet directly from Blackboard. Worksheets are available in Word 07 format. There are three wrap-up worksheets total.

**Major Project**
One major interview project is required and is worth 90 points. You may choose to work individually or as a group (maximum 3 people). The major project is different from the mini projects, which are completed as part of the discussion-project activities for each group of lessons. For the major project, you may select from one of the choices below.

**Choice #1:** Interview an administrator or non-librarian faculty member at an institution of higher education. Discover how this individual, a non-librarian, views librarians and the role of the academic library in his/her area of expertise. Interview this individual by phone, email, chat, or in person.

**Choice #2:** Interview an academic librarian. An academic librarian's place in the academy: faculty, professional, or academic status, staff, in between?

Interview by phone, email, chat, or in person an academic librarian in a field of interest to you, e.g., cataloging, reference, media, rare books, music, etc.

As part of the major project, you will also post an executive summary in the project discussion board and critique another student's project. You may not critique your own project.
Chats
Depending on availability, chats with guests may be scheduled. These chats are non-mandatory, but you will receive one bonus point (added to your total points) for attending them.

Paper
A formal written "paper" is not required, but there is a major project.

Course Schedule
Please consult the course schedule for a complete listing of all assignment due dates. Due dates are also posted in the Blackboard calendar, which will generate an online reminder for you. All assignments are due by 11:55 pm Eastern on the date specified.

Extra Credit
No assignments for extra credit will be made under any circumstances. A student who is having trouble with regular assignments is strongly encouraged to contact the professor as early as possible for personal advising. The student might also consider completing as many of the bonus points as possible.

Bonus Points
Participation in the bonus point activities is complete voluntary. You may participate in one, two, or all of them. Bonus points are limited only by a certain timeframe in which answers may be submitted. Each bonus point question will contain full information for its completion and points earned. The bonus point activities are posted in the discussion board area.

Grade Options
Grading is based on points and their corresponding percentages to letter grades. Grades are not curved. Assignments received after the due date and without prior approval will be given zero points. In the case of an emergency, please contact the professor via email ASAP. If you cannot get to a computer, call the LIS office and ask them to get in touch with me. Decimal points of .5 and above are rounded up to the next whole number except in the case of borderline grades where the rounding would push the grade up one full level. In that instance, the decimal points are rounded downward.

To calculate your final course grade I factor in the following points:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Yourselves &amp; Introductory Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Wrap-up worksheets (3 sheets X 80 points each): includes discussion participation, mini projects, and learning outcomes</td>
<td>240</td>
</tr>
<tr>
<td>Mandatory Group Project</td>
<td>10</td>
</tr>
<tr>
<td>Major Project</td>
<td>90</td>
</tr>
</tbody>
</table>
Chats (1 point each) non-mandatory-offered according to guest availability

<table>
<thead>
<tr>
<th></th>
<th>1 x the total number of chats-not included in the total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonus Points (varies)</td>
<td>Not included in the total</td>
</tr>
</tbody>
</table>

Total points possible 35

**Letter Grades**

The number of points are then given the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>315-350</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>280-314</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>245-279</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>210-244</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>209 and below</td>
</tr>
</tbody>
</table>

**Grade descriptions:**

- "A" Excellent work that considerably exceeds the stated course requirements.
- "B" Good to very good work that generally exceeds the stated course requirements.
- "C" Fair to poor work that minimally meets the stated course requirements.
- "D" and "F" Did not meet the stated course requirements. Did not participate in the course.

**Expectations of the Course**

I expect from students:

- You will treat everyone in the class, including the professor, with the respect due to all human beings.
- You will participate in class, give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the Syllabus and in the Start Here section on Blackboard on time as stated in the Course Schedule and the Blackboard calendar.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.
- You will be honest and professional in all evaluations.
Students can expect from me:

- I will treat you with the respect due to all human beings.
- I will treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.
- I will prepare carefully for every class by posting lectures and updating information and additional readings as needed.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so and will seek to find an answer.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will investigate every excuse for nonparticipation and noncompletion of assignments.
- I will make myself available to you through discussion boards, email, and chat.
- I will follow published rubrics closely when evaluating your work.
- I will provide you with professional support and write recommendations for you if appropriate.
- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.

Incomplete
No incomplete grades will be given for this course except upon written petition for just cause.

Withdrawal
The Graduate Catalog describes and explains withdrawal policies and deadlines. The UK semester course schedule lists specific deadlines. A grade of Withdraw (W) or Withdraw-Failing (WF) will be given depending on a student’s attendance record and grade earned. Please note that a student who simply stops attending class and does not file a withdrawal form may receive an F.

Policies

ADA Accommodation
Anyone with a disability that will require accommodations under the terms of federal regulations must present a written accommodation request to the instructor by the second class meeting. You may also contact the Office of Equal Opportunity, Heather Conger, 257-8927, hyork2@email.uky.edu, in the Office of Institutional Equity and Equal Opportunity. Go to http://www.uky.edu/eForms/alphaindex.php for the ADA reasonable accommodation request form.

Academic Misconduct
Cheating and disciplinary action for cheating is defined by the student policy manual. Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another a one’s own; collaborating, without
authority, and with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Academic dishonesty matters may first be considered by the faculty member who may assign penalties such as failing, reduction or changing of a grade in a test, course, assignment, or other academic work, denial of a degree and/or performing additional academic work not required of other students in the course. If the student does not accept the decision of the faculty member, he/she may have his/her case heard by the academic department chairperson or head for review of his/her case. If the student does not accept the decision of the academic department chairperson, he/she may then follow the normal appeal procedures listed in Disciplinary Procedures.

Descriptions of other academic misconduct can be found at Section 6.3, Part II of the U.K. Student Rights and Responsibilities, (http://www.uky.edu/StudentAffairs/Code/) and you are expected to have read and understood that document. Cases of suspected offenses will be handled according to the procedures described in Section 6.4, Part II of the U.K. Student Rights and Responsibilities. The minimum punishment will result in an E grade for this course with no exceptions.

BLACKBOARD USE

- Contact information for Teaching and Learning Services Center:
  Website: http://www.uky.edu/TASC/
  Phone: 859-257-8272

- Contact information for Information Technology Customer Service Center:
  Website: http://www.uky.edu/UKIT/
  Phone: 859-257-1300

- Procedure for resolving technical complaints: contact instructor first, then TASC or ITCSC

- Contact information for Distance Learning Library Services:
  Website: http://www.uky.edu/Libraries/DLLS
  Phone: 859 257-0500, ext. 2171; (800) 828-0439 (option #6)
  Email: dllservice@email.uky.edu

- Course reserves:
  Website: http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3

This syllabus is an active document and may be changed at any time. The instructor will notify students of any changes.

!!! It is imperative that you read through the Start Here/Course Overview section available within the course on Blackboard for a full discussion of the requirements and expectations for this course.


This page was last updated on July 18, 2011.