

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

MLIS 7210 Section IA, CRN 50531 Summer II 2017
Academic Libraries
SEMESTER HOURS 3.00

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. **Reference and User Services:** The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. **Research:** The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. **Professionalism:** The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. **Administration and Management:** The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

INSTRUCTOR

Name: Emily Rogers

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Office Hours: By appointment. I am generally in the office M, T, Th, 8-5, F 8-3; hours vary on W.

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

COURSE DESCRIPTION

An examination of the functions of the library within the higher education environment. The course promotes the Jeffersonian ideal of the library as the center of the university and explores administrative issues and service patterns specific to the academic library.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Steele, P., Conrath, D., Vicchio, S. P., & Foster, N. F. *The living library: An intellectual ecosystem*.

Chicago: Association of College and Research Libraries, 2015.

Print ISBN: 978-0-83898-740-7 OR E-book Item Number: 8400-7407

Available in print through VSU bookstore or in either edition through

<http://www.alastore.ala.org/>

Other course materials will be available through the BlazeView course shell.

COURSE DATES

The dates for this course are Wednesday, June 7, 2017, through Thursday, July 27, 2017.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

- Determine the place of the library within the context of the university as a whole, and understand the role of the library in enabling teaching and academic research. [MLIS PROGRAM OBJECTIVES 4]
- Understand the structure and operation of a typical academic library in the United States and the roles of its units, administrators, librarians, and staff. [MLIS PROGRAM OBJECTIVES 1]
- Identify relevant variations in academic libraries based upon institution type. [MLIS PROGRAM OBJECTIVES 1, 4]
- Contribute to professional discourse on topics pertaining to academic libraries and academic librarianship. [MLIS PROGRAM OBJECTIVES 3]
- Critically evaluate patrons' needs and expectations of an academic library. [MLIS PROGRAM OBJECTIVES 1, 3]

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Discussions: Complete a personal introduction and weekly discussions of course materials in BlazeView. (300 points or 30% of final grade) Due weekly.
2. Assignment 1: Write a paper in which you compare and contrast a past list (from at least five years ago) of *College and Research Libraries News* Top Trends in (or Assumptions about) Academic Libraries with the list for 2016, available at <http://crln.acrl.org/content/77/6/274.full> (200 points or 20% of final grade) Due June 20.
3. Assignment 2: Interview two academic library patrons using the Interview Questionnaire in Appendix 2.1, pages 44-45 of *The Living Library* textbook, and evaluate what these patrons' responses suggest about patrons' needs and expectations of an academic library. (200 points or 20% of final grade) Due July 11.
4. Assignment 3: Complete an annotated bibliography of eight sources on a current issue in or aspect of academic libraries. OR Complete a researched technical report that analyzes a unit or department of an academic library. (300 points or 30% of final grade) Due July 25.

Please see the assignment pages for additional information on each assignment. You should follow the sixth edition of the APA Style Manual for your citation style. For this course you may rely on the Purdue Online Writing Lab (OWL) site at <https://owl.english.purdue.edu> for guidance on APA style.

COURSE EVALUATION

Students can earn a maximum of 1000 points in this course. Course grades will be awarded as follows:

1000 – 900 points = A

899 – 800 points = B

799 – 700 points = C

699 – 600 points = D

Below 600 points = F

Standards for MLIS core courses: No grade below a C will be credited toward a VSU graduate degree.

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will

result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification. Your final grade will be one of these letter grades:

Exceptionally exceeds minimum standards: A

Exceeds minimum standards: B

Meets minimum standards: C

Barely meets minimum standards: D

Fails to meet minimum standards: F

Please note that meeting each deadline is considered a minimum standard.

As a student in this class, you are expected to:

- (1) read or view all assigned background materials;
- (2) participate in online class activities including all discussion boards;
- (3) attend or view archives for any web conferences;
- (4) visit a library or websites when needed to examine materials;
- (5) submit all projects on time and according to the format designated by the instructor; and
- (6) conduct your research and composition according to the rules of academic integrity. See the COEHS Policy on Plagiarism on page 5 and the MLIS Guide to Ethical Conduct at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ATTENDANCE POLICY

Attendance in this course is largely asynchronous, though there will be two guest lecturers for whom I will ask you to try to attend synchronously (though both sessions will be recorded).

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the

institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.