

Fall 2018

INSC 552: Academic Libraries

The School of Information Sciences :: The University of Tennessee

Class Meetings: Tuesdays, 12:40-1:55 p.m. on ZOOM;

Additional asynchronous hour required weekly

Rachel Fleming-May, Associate Professor
Office Hours: [By Appointment](#)
rfm@utk.edu (best choice for contact)

424 Communications Bldg.
1345 Circle Park Drive
Knoxville, TN 37996
Office: 865.974.6509
Fax (SIS): 865.974.4667

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.

STUDENT OUTCOMES:

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

REQUIRED AND RECOMMENDED TEXTS and READINGS

REQUIRED:

There is no textbook to purchase for this course. Assigned readings are available through UTK's subscription electronic journals or on our class **Canvas** space in pdf format. Please install a pdf reader on your Mac or PC if you haven't already.

SUGGESTED:

Style handbook of your choice (APA or Chicago Manual of Style).

POLICIES

COMMUNICATION AND TECHNOLOGY

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Email is the most expedient way to get in touch with me. If I will be unable to check my email for a significant period of time (less than once/24-hour period) I will provide you with an alternative method of contacting me.

Note: Because I have administrative responsibilities in the School, I receive A LOT of email, much of it from students. It is *tremendously* helpful to me if you include our course number in the subject line of emails you send.

Most lecture notes will be posted on Canvas before the class meeting for you to download. Note that lecture notes do not substitute for the assigned readings. Read the class announcements posted on Canvas to stay current with course matters.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and ZOOM software.

You must learn how to submit your assignments using Canvas.

The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a Tmail account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer to download the lecture notes from Canvas.

CLASS ATTENDANCE

It is assumed that each student be present and speak in class. Missing multiple classes and/or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary, and unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.
- Complete any assigned activity

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Military obligation,
- Severe weather conditions,
- Religious holidays and
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

INCLEMENT WEATHER

“The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and local radio and TV stations will be notified and a UAlert will be issued. The notice will also be posted on the front page at www.utk.edu...” SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who may need course adaptations because of a disability are welcome to make an appointment to speak with me. Students with disabilities must register with the [Student Disability Services](#), 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted the Office of Disability Services, please call (865) 974-6087 or email sds@utk.edu to inquire about the registration procedure.

CIVILITY

“In 2011, the university adopted the Principles of Civility and Community. They are designed to work in concert with all existing codes of conduct. The principles encourage all members of the campus community to foster a learning environment where the differences of our diverse culture are valued, respected and celebrated. Civility is an act of showing regard and respect for others including: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness...” (Hilltopics, p.10). This statement applies to communicating with the instructor, classmates, and other members of the UT community.

CCI DIVERSITY STATEMENT

“The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.”

ASSIGNMENTS AND GRADING

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of 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.

EVALUATION

Semester grades are assigned according to the following scale:

A	93-100	(4 quality points/ semester hour) superior performance.
A-	90-92.75	(3.7 quality points/ semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points/semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points/semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points/semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points/semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points/semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point/semester hour) clearly unsatisfactory performance; cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance; cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in [Hilltopics](#) as: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*”

Students should abide by the [Honor Statement](#) described in the same Hilltopics: “*An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*”

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

You must request an Incomplete; if you "disappear" without contacting me and/or without completing the required form, your semester grade will be based on your work to that point in the semester.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I pay close attention to all comments, suggestions, and recommendations.

PREPARATION OF WRITTEN WORK

- Please use either APA or CMS documentation styles.
- You must cite all sources, format and attribute all quotations 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**, date, and course number.

PRE-SUBMISSION FEEDBACK

I am happy to look at a ***good draft*** of assignments prior to final submission. I will not pre-grade assignments, just provide general feedback and tips. These pre-submissions should be sent via email attachment (i.e., not Canvas) no later than one week prior to final due date.

DUE DATES AND LATE ASSIGNMENTS

Submit assignments to the “assignments” area of Canvas. Assignments are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Canvas early the next morning. **I will ONLY download assignments from Canvas ONCE.** Therefore, if your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late. **Not doing so will result in a one-point deduction for each day I don’t hear from you.**
- When it’s ready, you must **submit it to me via email**, as an attachment (i.e., **NOT** using Canvas)
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

GRADING FORMAT

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you’d like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the “Evaluation” scale for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92/100=A-. Your final grade will be based on total points earned/100 possible points over the course of the semester.

ASSIGNMENTS: DESCRIPTION

This table provides a quick reference for assignment names, due dates, and point distribution. A fuller description of each assignment follows the table.

Assignment	Points	Due Date
Participation	15	ongoing
Response Journals (3)	15	9/18, 10/16, 11/20
Academic Library Literature Evaluation	30	10/9 or 10/16
Final Project: no presentation	40 (project only)	Project due 11/27
Final Project: with presentation	25 project/ 15 presentation	Project due 12/4 Presentations 11/20, 11/27, 12/4
TOTAL	100	

PARTICIPATION (15%)

Much of the course material will be presented in the readings and discussions. You are expected to complete the reading assigned for class and come to class prepared to offer your opinions and insights. To participate in class you must be in attendance, so being present (physically and mentally) is pretty important.

This class meets synchronously for 1.25 hours weekly. On most weeks we will have an out-of-class activity to account for the additional hour of class time. These may be independent or small group activities, and will typically require some type of discussion board post or verbal summary at their conclusion. These activities will contribute to your participation grade.

RESPONSE JOURNALS (3) (15%)

Response journals provide a chance for me to get to know you better and are especially important in the distributed education environment. Response journal topics can come from the readings, class discussions, outside sources, blog and listserv entries, etc. These are not essays or book reports but representations of your voice and opinions. Generally, students receive a “did they or didn’t they?” grade for this assignment. If, however, your response journal entries are slapdash, too brief, or do not demonstrate appropriate reflection you will not receive full credit. Each entry should be at least 400 words.

ACADEMIC LIBRARY LITERATURE EVALUATION (30%)

NOTE: This assignment has a “staggered” deadline. Papers submitted on the 9th will be graded first.

The purpose of this assignment is for you to get a sense of the scope of scholarly and professional literature relevant to academic librarians. To get started, select a topic identified by the ACRL Research Planning and Review Committee’s two most recent “Top Trends in Academic Libraries” summaries:

- ACRL Research Planning and Review Committee. (2018). 2018 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education. *College & Research Libraries News*, 79(6), 286–300. <https://crln.acrl.org/index.php/crlnews/article/view/17001/18739>
- ACRL Research Planning and Review Committee. (2016). 2016 top trends in academic libraries A review of the trends and issues affecting academic libraries in higher education. *C&RL News*, 77(6), 274–281. <http://crln.acrl.org/content/77/6/274>

Search JSTOR, Library Literature Full Text, LISTA, Google, and Google Scholar for publications related to this topic.

Choose six items total; at least one item from each of the following categories:

- Scholarly, peer-reviewed journal
- Trade publication
- Conference paper or poster (Google Scholar)
- Blog post (Google)

For the other two items, duplicate a category or choose items of completely different types (e.g., a long Twitter thread).

Your submission should consist of brief summaries (150-200 word) of each item’s content, and your analysis of the following:

1. Tone of the writing: academic or more colloquial?
2. Quality of the writing.
3. Intended audience: practitioners, researchers, administrators, or another group?
4. Bibliographic (citation) style if applicable (note if not). I expect you to check this with a source, not just “eyeball” it.
5. “Scholarliness” or rigor of the research component (if applicable).
6. Usefulness of the work.

Collectively summarize treatment of the topic in the literature you’ve reviewed:

- Does there appear to be a consensus on the topic?
- If there are differences of opinion, do you have any idea why that might be?
- As a result of your review, what are your overall impressions of scholarly/professional discourse in academic librarianship?

FINAL PROJECT (40%)

NOTE: The final project will have a *mandatory* written and an *optional* live presentation component. If you wish to make a presentation, 15/40 points of your grade will be based on an evaluation of your presentation. If you wish to make a presentation, notify me via email (subject: 552 final presentation) by fall break. Students who choose to make an in-class presentation will have an extra week to complete their final project for submission.

Also, if a sufficient number of students express interest, I will arrange a peer evaluation network for reviewing final papers prior to submission. Students who choose to participate in peer evaluation will have an additional 4 days added to their final project deadline.

I have suggested several options for your final project, and am open to other suggestions. On 10/9 or 10/16, please submit your (general) topic (in a separate word document) when you turn in the literature evaluation assignment, also due on that date. Please select one of the following options, or speak with me about additional ideas:

Academic Library Portfolio

Select an academic library—university, college, community college, or other—and conduct a comprehensive and detailed study of its operations. Your portfolio should include information about the library's organizational structure, services, policies, consortial arrangements, and other information of interest. This option will require you to interview library staff, observe services and activities, and research institutional documents. I will be glad to assist with introductions to library staff at your library of interest. NOTE: if you are currently working in an academic library, think carefully about profiling your home institution.

Research Proposal

Between 50-60% of academic librarians in the United States have faculty status. Most of these individuals, in pursuit of tenure and promotion, need to design and conduct research for publication or presentation. Because the semester is not long enough to fully form and complete a research project, you may construct a proposal for a research project that interests you. Your proposal should include:

- An introduction and statement of the problem
- A brief review of the relevant literature
- A description of the prospective method: what type of research approach would you take in order to find the answers you seek?
- A description of next steps, including the venue in which you anticipate presenting your completed research—in a specific journal, at a specific conference, or elsewhere.

Grant Proposal

Many academic librarians are also involved in writing and administering grants. If you'd like, you may submit a grant proposal to satisfy this assignment. To accomplish this, locate a grant-making organization and specific grant program that would be suitable for the project you have in mind. Follow the instructions as established for the grant program.

(Last choice) Topical Term Paper

Prepare a 15-20 page paper about a topic related to some aspect of academic libraries and/or librarianship. This paper should be a scholarly effort; monographs, scholarly journals, and conference proceedings (as appropriate) should constitute the majority of source material.