

DRAFT Syllabus
ILS 421 Organization of the Information Center
Spring 2012

1. Course number, section, academic session, and complete course title

ILS 421 S70, Spring 2012, Organization of the Information Center

2. Instructor

Mary E. Brown
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Buley 408T
online and by appointment

3. Location and class dates and meeting times

Online via <http://vista.southernct.edu>, January 18, 2012-May 11, 2012

4. Pre-requisite/Co-requisite requirements

none.

5. Course description

The structure and function of information service agencies.

6. Required texts

Fourie, D. K., & Dowell, D. R. (2009). Libraries in the information age: An introduction and career exploration (2nd ed.). Libraries Unlimited. ISBN 978-1-59158-434-6

7. Online resources

Library Support Staff Resource Center
http://www.ala.org/ala/aboutala/offices/hrdr/librarysupportstaff/library_support_staff_resource_center.cfm

8. Tk20 requirement: none

9. Course objectives/learner outcomes

Upon successful completion of this course students will be able to:

- [1] List and differentiate among types of library/media agencies and their use resources and services.
- [2] Use basic library/media center terminology correctly.
- [3] Define the role of the LTA in the overall staff patterns of library/media centers.
- [4] Locate and find a variety of materials through public access catalogs by a variety of access points (e.g. title and subject. and key words).
- [5] Identify the Library Bill of Rights and explain its relationship to the work of

the LTA.

- [6] Demonstrate knowledge of basic bibliographic search tools, e.g., Books in Print, publishers catalogs, online resources to include the Internet, and local files.
- [7] Demonstrate knowledge of cataloging and processing terminology
- [8] Prepare descriptive cataloging for selected materials
- [9] Locate bibliographic information.
- [10] Identify questions that should be referred to a librarian
- [11] Conduct an effective reference interview.
- [12] Perform Boolean searches involving "AND", "OR", "NOT" and proximity elements.
- [13] Explain simple Boolean searching to library patrons.
- [14] Prepare a resume and cover letter

Linking to Curriculum Map for B.S. in Information Management and Services
Program graduates will be able to:

- demonstrate professional and ethical standards in library and information work and show familiarity with the Library Bill of Rights and the Library Code of Ethics [*Implicit*] [*Reinforced*] **learner outcomes: [5]**
- demonstrate knowledge of reference processes and the process of developing library information programs [*Emphasized*] **learner outcomes: [10], [11], [12], [13]**
- demonstrates knowledge and application of learned skills to major technologies used in contemporary information service [*Emphasized*] **learner outcomes: [4], [6], [7], [8], [9]**
- show understanding of contemporary issues concerning information, libraries, and users [*Explicit*] [*Emphasized*] [*FEEDBACK*] **learner outcomes: [1], [2], [3], [14]**

10. ALA competencies

This course addresses the following student competencies from the LTA Competencies compiled by the Connecticut Library Association Support Staff Section. Endorsed by the Connecticut Library Association Executive Board at their meeting on August 16, 2001:
1.a-1.d, 1.j, 4.e, 4.i 5.a, 5.c-5.e

11. Modes of instruction

Includes lectures, participating in discussions, reading assignments, completing assignments and projects, conducting fieldwork, taking quizzes and a midterm and final exam.

12. Evaluation and methods of assessment

Weekly quizzes on assigned readings count 25% of course grade
[documents learner outcomes 1-3, 5-7, 9-13]

Assignments, projects, and fieldwork count 50% of course grade

[documents learner outcomes 4, 8, 14 specifically and involves all (1-14)]

Midterm counts 10% of course grade

[documents learner outcomes 1-14]
Final exam counts 15% of course grade
[documents learner outcomes 1-14]; [****FEEDBACK: show understanding of contemporary issues concerning information, libraries, and users**]

13. Course outline

Week 1 (1-18-2012 to 1-20-2012): The Role of Libraries

Read: Chapter 1 (pp 1-13) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 1 and readings

Assignment: convenience survey on peer perceptions of the role of the library in the community

Week 2 (1-23-2012 to 1-27-2012): History of Libraries

Read: Chapter 2 (pp 15-38) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 2

Assignment: track major trends in library history

Week 3 (1-30-2012 to 2-3-2012): History of Libraries (continued)

Read: additional readings tba

Quiz: on readings

Project: timeline from beginning of libraries to 2050

Week 4 (2-6-2012 to 2-10-2011): Types of Library Jobs

Read: Chapter 3 (pp 38-95) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 3

Project: content analysis of job ads

Week 5 (2-13-2012 to 2-17-2012): Types of Library Jobs (continued)

Read: additional readings tba

Quiz: on readings

Project: draft resume and coverletter

Week 6 (2-20-2012 to 2-24-2012): Collections

Read: Chapter 4 (pp 97-143) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 4 and readings

Week 7 (2-27-2012 to 3-2-2012 [Leap Year]): Collections (continued)

Read: additional readings tba

Midterm Exam: Chpts 1-4 and readings

Project: begin developing game on kinds of library sources (in groups or individually)

Week 8 (3-5-2012 to 3-9-2012): Acquisitions and Cataloguing

Read: Chapter 5 (pp 113-174) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 5

Project: share completed game on kinds of library sources [including critique by individuals asked to play the game] (in groups or individually)

Week 9 (3-12-2012 to 3-16-2012): Acquisitions and Cataloguing (continued)

Read: additional readings tba

Quiz: on readings

Assignment: grab-bag cataloguing task

Spring Break (3-19-2012 to 3-23-2012)

Week 10 (3-26-2012 to 3-30-2012): Circulation

Read: Chapter 6 (pp 145-174) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 6 and readings

Fieldwork: unobtrusive observation

Week 11 (4-2-2012 to 4-5-2012) [April 6-7 Day of Reflection]: Reference Service

Read: Chapter 7 (pp 175-193) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 7 and readings

Fieldwork: unobtrusive observation

Week 12 (4-9-2012 to 4-13-2012): Ethics

Read: Chapter 8 (pp 195-244) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 8 and readings

Fieldwork: ethics survey

Week 13 (4-16-2012 to 4-20-2012): Job Search

Read: Chapter 9 (pp 245-263) in Fourie & Dowell

Read: additional readings tba

Quiz: on Chpt 9

Fieldwork: one-two informational interviews (for total of three over two weeks)

Week 14 (4-23-2012 to 4-27-2012): Job Search (continued)

Read: additional readings tba

Quiz: on readings

Fieldwork: one-two informational interviews (for total of three over two weeks)

Week 15 (4-30-2012 to 5-4-2012) [May 5 Reading Day]: Evolving Library Services

Read: Chapter 10 (pp 265-281) in Fourie & Dowell

Read: additional readings tba
Quiz: on Chpt 10 and readings
Collaborative project: creating a shared vision of the future

Week 16 (5-7-2012 to 5-11-2012): Final Exam Period
Final Exam

14. Current bibliography

Clayton, S. J. (Ed.). (2007). *Going the distance: Library instruction for remote learners*. New York: Neal-Schuman. Z718.85.G65 2007

Donovan, G. L. & Figueroa, M. A. (Eds.). (2009). *Staff development strategies that work: Stories and strategies from new librarians*. New York: Neal-Schuman. Z682.35.V62 S73 2009

Eden, B. L. (Ed.). (2004). *Innovative redesign and reorganization of library technical services: Paths for the future and case studies*. Westport, CT: Libraries Unlimited. Z688.5.I56 2004

Oberg, L. R. (1995). *Library support staff in an age of change: Utilization, role, definition and status*. ED 382197 [microform]

15. Library resources

Associates: the electronic library support staff journal (1994-current, 3 times a year)
<http://associates.ucr.edu/701toc1a.htm>

Library Mosaics: the magazine for support staff (1989-2005, bi-monthly)
<http://www.librarymosaics.com>

LSSIRT Newsletter (Library Support Staff Interests Round Table) (quarterly)
<http://www.ala.org/ala/aboutala/offices/library/alaperiodicals/index.cfm>

16. Accommodation for disabilities

"Southern Connecticut State University seeks to provide appropriate academic adjustments for all individuals with disabilities. Southern is committed to fully supporting all applicable federal, state, and local laws, regulations, and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. There are a variety of resources available to you through the University's Disability Resources Center located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131 TDD."

If you are a student with a disability, before you may receive accommodations in this class, you will need to contact Southern's Disability Resource Center (DRC). For Further Information please refer to the DRC website: www.southernct.edu/drc

17. Academic honesty statement

Plagiarism involves taking and using as one's own the writing and/or ideas of another and ranges from outright stealing to inadequate attribution. The department does not tolerate plagiarism in print or online. Violations of plagiarism or the use of commercial organizations or paid individuals to write all or part of work submitted for a class may result in a failing grade for the course or dismissal from the program.

"Academic Standards and Program Regulations" (from Graduate Studies Catalog): "The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies."

Proscribed Conduct (from Student Handbook) "Academic misconduct including all forms of cheating and plagiarism. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment. Disciplinary sanctions which may be imposed by the University include expulsion from all universities within the CSU System. In cases of academic misconduct, faculty member may fail the student on the work or the course. Ability to take action extends beyond the semester in which the course was taken."

18. Submission of course work

Work is to be submitted through the Vista course shell. When attachments are used, please paste a copy of the contents in the Message input box.

19. Late submissions policy

Life happens but the semester has a definitive end. Please inform the instructor as soon as possible whenever life intervenes between you and a due date. Any work not submitted by the end of the course will be averaged as zeros in calculating the course grade.

20. Class cancellations

n/a

Diversity Statement

Culturally diverse samples and examples on various topics and concepts are researched, retrieved from print and non-print and included in the course where appropriate. The use of technology, as a means to teach learners who are visual, aural, or kinesthetic, in order to account for a variety of cultural learning styles, is demonstrated where applicable.