

Library Science Degree Program
College of Education
East Carolina University
Revised: August 22, 2023

LIBS 6810: Academic Libraries

East Carolina University
College of Education
Department of Interdisciplinary Professions
Master of Library Science program: <http://www.ecu.edu/educ/libr/>

Fall 2023

Instructor: Dr. Kawanna Bright

Office: Ragsdale 104A and online

Office Hours: Tuesdays: 11am – 1pm; Wednesdays and Thursdays: 5pm – 7pm¹ via WebEx: <https://ecu.webex.com/meet/brightka19>. To come to office hours, click on the WebEx link and you will enter the Lobby for the meeting room. I will admit you to the room as long as there is not another student already in a meeting. Also available via email during reasonable times of the day; Online meetings also available by appointment as needed.

Contact: Phone: 252-737-1150 Fax: 252-328-4368

Email: brightka19@ecu.edu; in the unlikely chance that the ECU email system goes down, I can also be reached at my personal email: drkawannab@gmail.com.

Please note: This syllabus may be subject to change before or during the **CURRENT** semester. Changes to the syllabus will be posted as Course Announcements.

Prerequisites:

- LIBS 6010 - Foundations of Library and Information Studies

About the Course

Welcome to *LIBS 6810: Academic Libraries*. This course is an introduction to issues and trends in community college, college, and university libraries. The course goal is to help prepare students for successful employment in any of these settings. As a graduate course, this is a reading and writing intensive course which will require a significant time commitment. The field of academic librarianship is broad and complex, and it is under constant change and evolution. There is no better way to see this than through firsthand experience, but the readings and work for this class are intended to cover the current state of the field and prepare students for a career in academic librarianship. The information and knowledge gained and the skills developed through this course are easily transferable to other professional paths as well.

Objectives, Standards, and Competencies

¹ Office hours may shift on some days due to my involvement in professional obligations. These changes will be announced on the Canvas course site as they arise.

MLS Program Objective:

1. Understand and apply the foundations of library science from contemporary professional standards used to resolve ethical and legal issues
9. Obtain practical experience in professional roles for which students are preparing.

ALA Core Competencies

1. Gateway Knowledge

1C. Consider the history of libraries and librarianship and their role within the context of society.

1E. Identify current types of libraries (school, public, academic, special, etc.) and closely related information agencies, such as museums, archives, and galleries.

1F. Identify social, public, information, economic, and cultural policies and trends of significance to the library and information profession on the local, regional, national, and international levels.

1G. Understand the legal framework in which libraries operate, including laws relating to copyright and fair use, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), open access, and intellectual property.

1I. Use techniques to identify, codify, and analyze complex problems and create appropriate and collaborative solutions within library environments.

1J. Demonstrate effective verbal and written communication techniques, including electronically via video, live chat, and email.

3. Lifelong Learning and Continuing Education

3B. Recognize the role of the library in continuing education and lifelong learning initiatives.

4. Management and Administration

4A. Apply the principles of responsible fiduciary planning and oversight.

4B. Apply the principles of effective and just supervisory practices and human resource management, training, and development.

4C. Implement the concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

6. Reference and User Services

6A. Employ techniques used to discover, retrieve, evaluate, and synthesize information from diverse sources for use by varying user populations and information environments.

6D. Implement principles, concepts, and techniques for understanding and assessing the information needs of a community, and understand the ways the library can assist and collaborate in meeting those needs.

7. Research and Evidence-Based Practice

7A. Discover, engage with, and synthesize existing research from the field using multidisciplinary approaches to various information issues to align relevant findings to one's own professional development and/or institutional needs.

7B. Recognize the ethical and appropriate application of key research methods, techniques, and designs in the field, including the generation, analysis, evaluation, and presentation of data, and the utilization of research tools.

8. Social Justice

8A. Understand one's own cultural identity including positionality related to power, privilege, and oppression and how that influences the ways they interact with the community and among decision makers.

8B. Recognize, challenge, and change practices, services, and programs that have traditionally replicated dominant systems and marginalized others.

8C. Contribute to an organizational climate that encourages, supports, assesses, and rewards work that promotes social justice, equity, diversity, and inclusion.

8F. Seek ongoing professional development to raise awareness and develop strategies to address issues of power, privilege, and oppression.

9. Technological Knowledge and Skills

9B. Understand and navigate ethical and cultural considerations and impacts on library practices and community members when applying technology to library services and resources.

9C. Conduct regular evaluation of existing and emerging technologies and their impact on library services and resources in terms of accessibility, practicality, sustainability, and effectiveness.

Course Learning Objectives:

- Evaluate and analyze the history and culture of academe in the United States, and the role of the academic library in it.
- Understand the organizational culture and governance of academic libraries.
- Become familiar with the different roles and functions of academic libraries.
- Examine, discuss and analyze current issues and trends facing academic libraries.
- Explore issues of information literacy and library instruction in the context of academic libraries.
- Discuss the roles of academic librarians in supporting scholarly communication, research data management, and the Open Access movement.
- Examine the principles and practices of library evaluation and assessment as it applies to academic library organizations.
- Critique and propose solutions for issues facing academic libraries.

About Your Instructor:

I have extensive experience working in academic libraries, including management roles as Head of Information Services and Student Engagement, and Head of Information & Research Services. My research often focuses on academic libraries as workplaces, with an emphasis on the people (librarians, staff, and students) in those workplaces. I serve as an equity, diversity, and inclusion (EDI) consultant, focused on helping academic libraries assess their EDI needs as an organization.

A Note About Contacting me:

If you would like to speak with me outside of office hours, please feel free to request a meeting with me using my Bookings calendar:

<https://outlook.office365.com/owa/calendar/DrBrightsOfficeHours@studentsecuedu66932.onmicrosoft.com/bookings/>

I want everyone to succeed in this course and am here to help you to reach your course, program, and career related goals. If there is anything you don't understand, especially when it comes to assignments for the course, please contact me prior to submitting the assignment rather than after. I'm here to answer any questions you may have. **I respond to all e-mails within 48 hours during the work week. Please allow more time for response over the weekend. If you have not heard from me within 48 hours, please resend your e-mail or consider calling my office phone to leave a message.**

Course Resources

Required Text:

Evans, G. E., & Greenwell, S. (2018). *Academic librarianship* (2nd ed.). American Library Association.
ISBN: 978-0-8389-1563-9

Available in the bookstore or from a variety of online book sellers. Also available as an e-book from the ECU Libraries: <http://tinyurl.com/yxtdoycy>

Other Readings:

Any additional readings for this course will be included in Canvas under the Module in which you should read the material. These items will be provided either as a URL for online resources, as citations for sources that can be found online through the ECU Libraries, or as an attached document. If you have any trouble locating or gaining access to any course materials, please reach out to me so that I can assist you with locating the resources.

Important Dates

- Monday, August 21st: Classes begin
- Friday, August 25th: Last day for drop/add
- Monday, September 4th: Labor Day Holiday
- Saturday, October 7th – Tuesday, October 10th: Fall Break
- Monday, October 30th: Last day to withdraw without grades, by 5:00pm
- Tuesday, November 7th: Election Day/Civic Engagement Day
- Wednesday, November 22nd – Sunday, November 26th: Thanksgiving Break
- Monday, December 4th: Classes end
- Tuesday, December 5th: Reading Day
- Wednesday, December 6th – Wednesday, December 13th: Final Exams
- Friday, December 15th: Grades due (4:30pm)

Course Modules & Readings:

Module 1: Introduction to Academic Libraries in Higher Education – History & Current Trends (August 21st – September 3rd)

Required Readings

ACRL Research Planning and Review Committee. (2022). Top trends in academic libraries: A review of the trends and issues. *College & Research Libraries News*, 83(6), 243-256.
<https://doi.org/10.5860/crln.83.6.243>

Blankstein, M., Wolff-Eisenberg, C., & Braddlee. (2019, September 30). Student needs are academic needs: Community college libraries and academic support for student success. *Ithaca S+R*.
<https://sr.ithaca.org/publications/student-needs-are-academic-needs/>
Read Introduction through Key Insights. Skim the rest, especially if interested in working in a community college library.

Evans, G. E., & Greenwell, S. (2018). Context. In *Academic librarianship* (2nd ed., pp. 1-18). ALA Neal-Schuman.

Weiner, S. G. (2005). The history of academic libraries in the United States: A review of the literature. *Library Philosophy and Practice*, 7(2), 58.
<https://digitalcommons.unl.edu/libphilprac/58>

Whissemore, T. (2021, September 9). Recognizing the value of community college libraries. *Community College Daily*.
<https://www.ccdaily.com/2021/09/recognizing-the-value-of-community-college-libraries/>

Optional Readings

Evans, G. E., & Greenwell, S. (2018). Higher education's historic legacy. In *Academic librarianship* (2nd ed., pp. 19-42). ALA Neal-Schuman.

Module 2: Organizational Structure & Organizational Climate (September 5th – September 10th)

Required Readings

Alabi, J. (2018). From hostile to inclusive: Strategies for improving the racial climate of academic libraries. *Library Trends*, 67(1), 131-146.

Evans, G. E., & Greenwell, S. (2018). Governance. In *Academic librarianship* (2nd ed., pp. 101-117). ALA Neal-Schuman.

Falcone, A., & McCartin, L. F. (2022). Strategies for retaining and sustaining the academic librarian workforce in times of crises. *Journal of Library Administration*, 62(4), 557-563.
<https://doi.org/10.1080/01930826.2022.2057132>

Farrell, M. (2018). Leadership reflections: Organizational culture. *Journal of Library Administration*, 58(8), 861-872.
<https://doi.org/10.1080/01930826.2018.1516949>

Hartnett, E., Arant-Kaspar, W., & vanDuinkerken, W. (2019). Scope of work, roles, and responsibilities for academic librarians: Tenure-track vs. non-tenure-track professionals. *Library Trends*, 68(2), 269-294.
<https://doi.org/10.1353/lib.2019.0039>

Kendrick, K. D. (2017). The low morale experience of academic librarians: A phenomenological study. *Journal of Library Administration*, 57(8), 846-878. <https://doi.org/10.1080/01930826.2017.1368325>

Optional Readings

Brook, F., Ellenwood, D., & Lazzaro, A. E. (2015). In pursuit of antiracist social justice: Denaturalizing whiteness in the academic library. *Library Trends*, 64(2), 246-284. <https://doi.org/10.1353/lib.2015.0048>

Kendrick, K. D., & Damasco, I. T. (2019). Low morale in ethnic and racial minority academic librarians: An experiential study. *Library Trends*, 68(2), 174-212. <https://doi.org/10.1353/lib.2019.0036>

Kowalski, M. (2017). Breaking down silo walls: Successful collaboration across library departments. *Library Leadership & Management*, 31(2), 1-15.

Peper, M. (2022). A comprehensive survey of research library organizational structure. *Library Leadership & Management*, 36(1), 1-17.

Module 3: Leadership & Management in Academic Libraries; Finances & Budgeting (September 11th – September 17th)

Required Readings

Do, D. T., & Nuth, A. (2020). Academic library middle managers as leaders: In their own words. *Journal of Library Administration*, 60(1), 41-70. <https://doi.org/10.1080/01930826.2019.1671036>

Evans, G. E., & Greenwell, S. (2018). Funding. In *Academic librarianship* (2nd ed., pp. 119-139). ALA Neal-Schuman.

Dugan, R. E., & Herson, P. (2017). Budgeting. In *Financial management in academic libraries* (pp. 49-81). Association of College and Research Libraries. <https://go.exlibris.link/nN1LmNKL>

Vong, S. (2021). More critical, less managerial: Addressing the managerialist ideology in academic libraries. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 16(2), 1-20. <https://doi.org/10.21083/partnership.v16i2.6354>

Optional Readings

Bergman, S. S. (2011). Building relationships with senior campus administrators: Strategies for the new college library director. *Journal of Library Administration*, 51(2), 159-178. <https://doi.org/10.1080/01930826.2011.540532>

Marquez, A. (2023). Hope for the future: Academic libraries in the 21st century. *Library Leadership & Management*, 37(1), 1-9.

Meier, J. J. (2016). The future of academic libraries: Conversations with today's leaders about tomorrow. *portal: Libraries and the Academy*, 16(2), 263-288.

<https://search.proquest.com/docview/1784465065?accountid=10639>

O'Bryan, C. (2018). The influence of political capital on academic library leadership. *Library Leadership & Management (Online)*, 32(4), 1-18.

<https://search.proquest.com/docview/2100350344?accountid=10639>

Evans, G. E., & Greenwell, S. (2018). Facilities. In *Academic librarianship* (2nd ed., pp. 141--158). ALA Neal-Schuman.

Module 4: HR, Staffing, and Workforce Development (September 18th – September 24th)

Required Readings

Barrientos, Q. (2016, October 24). Library residency programs: The pros and cons of residency positions as written by a current resident. *ACRLog*.

<https://acrlog.org/2016/10/24/library-residency-programs-the-pros-and-cons-of-residency-positions-as-written-by-a-current-resident/>

Bugg, K. (2015). Best practices for talent acquisition in 21st-century academic libraries. *Library Leadership & Management (Online)*, 29(4).

Buschman, J. (2017). The politics of academic libraries: Every hire is a strategic hire. *The Journal of Academic Librarianship*, 43(3), 266-267.

<https://doi.org/10.1016/j.acalib.2017.04.003>

Evans, G. E., & Greenwell, S. (2018). Staffing. In *Academic librarianship* (2nd ed., pp. 229-245). ALA Neal-Schuman.

Evans, G. E., & Greenwell, S. (2018). Career development. In *Academic librarianship* (2nd ed., pp. 247-267). ALA Neal-Schuman.

Iglesias, A., Mahama, L., Gard, C., & Schirmer, T. (2023). Pursuing academic librarianship: Factors affecting job attainment. *The Journal of Academic Librarianship*, 49, 102751. <https://doi.org/10.1016/j.acalib.2023.102751>

Optional Readings

Antúnez, M. Y. (2018). Perspectives in hiring academic librarians with frequent job changes. *Journal of Library Administration*, 58(3), 205-229.

<https://doi.org/10.1080/01930826.2018.1436747>

Farrell, R. (2017). The chief learning officer. *Library Management*, 38(6/7), 380-392. <https://doi.org/10.1108/LM-03-2017-0035>

Module 5: Evaluation of Services; Academic Library Assessment; User Experience (September 25th – October 11th – Includes Fall Break)

Required Readings

Bright, K., & Ghouse, N. J. (2018). Taking AIM: Integrating organization development into the creation of a diversity, equity, and inclusion audit. In S. Baughman, S. Hiller, K. Monroe, & A. Pappalardo (Eds.), *Proceedings of the 2018 Library Assessment Conference: Building effective, sustainable, practical assessment* (pp. 589-599). Association of Research Libraries. <https://www.libraryassessment.org/wp-content/uploads/2019/10/Proceedings-2018-rs.pdf>

Evans, G. E., & Greenwell, S. (2018). The academy, accreditation, and accountability. In *Academic librarianship* (2nd ed., pp. 173-191). ALA Neal-Schuman.

Lakos, A., & Phipps, S. E. (2004). Creating a culture of assessment: A catalyst for organizational change. *portal*, 4(3), 345-361. <https://doi.org/10.1353/pla.2004.0052>

Smith, G. A., Tryon, H. D., & Snyder, L. B. (2015). Developing an academic library assessment plan: A case study. *Performance Measurement and Metrics*, 16(1), 48–61. <https://doi.org/10.1108/PMM-12-2014-0045>

Walton, G. (2015). What user experience (UX) means for academic libraries. *The New Review of Academic Librarianship*, 21(1), 1-3. <https://doi.org/10.1080/13614533.2015.1001229>

Optional Readings

Clunie, S., & Parrish, D. A. (2018). How assessment websites of academic libraries convey information and show value. *Performance Measurement and Metrics*, 19(3), 203-212. <https://doi.org/10.1108/PMM-12-2017-0061>

Nitecki, D. A., & Wiggins, J. (2015). Assessment is not enough for libraries to be valued. *Performance Measurement and Metrics*, 16(3), 197-210. <https://doi.org/10.1108/PMM-10-2015-0032>

Module 6: Public Services/User Services, Pt. 1: Reference & Instructional Services/Information Literacy (October 11th – October 15th)

Required Readings

- Evans, G. E., & Greenwell, S. (2018). Faculty. In *Academic librarianship* (2nd ed., pp. 43-62). ALA Neal-Schuman.
- Evans, G. E., & Greenwell, S. (2018). Students. In *Academic librarianship* (2nd ed., pp. 63-81). ALA Neal-Schuman.
- Evans, G. E., & Greenwell, S. (2018). Curriculum. In *Academic librarianship* (2nd ed., pp. 83-100). ALA Neal-Schuman.
- Evans, G. E., & Greenwell, S. (2018). Services. In *Academic librarianship* (2nd ed., pp. 213-228). ALA Neal-Schuman.
- Reed, K. L. (2015). Square peg in a round hole? The framework for information literacy in the community college environment. *Journal of Library Administration*, 55(3), 235-248.
<https://doi.org/10.1080/01930826.2015.1034052>
- Roth, P., Masters, M., & Cadena, C. (2023). Redefining public services in academic libraries. *International Information & Library Review*, 55(1), 77-85. <https://doi.org/10.1080/10572317.2023.2159621>

Optional Readings

- The Association of College and Research Libraries (2016, January 11). *Framework for information literacy for higher education*.
<https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf>
- Bandyopadhyay, A., & Boyd-Byrnes, M. K. (2016). Is the need for mediated reference service in academic libraries fading away in the digital environment? *Reference Services Review*, 44(4), 596-626.
<https://doi.org/10.1108/rsr-02-2016-0012>

Module 7: Public Services/User Services, Pt. 2: Liaison Librarians/Subject Specialists (October 16th – October 22nd)

Required Readings

- Banfield, L., & Petropoulos, J. (2017). Re-visioning a library liaison program in light of external forces and internal pressures. *Journal of Library Administration*, 57(8), 827-845.
<https://doi.org/10.1080/01930826.2017.1367250>

Bright, K. M., & Colón-Aguirre, M. (2022). Prepare to be unprepared? LIS curriculum and academic liaison preparation. *The Journal of Academic Librarianship*, 48(6), 102602. <https://doi.org/10.1016/j.acalib.2022.102602>

Filgo, E. H., & Towers, S. (2021). History and evolution of liaison librarianship. In *Liaison engagement success: A practical guide for librarians* (pp. 1-8). Rowman & Littlefield Publishers

Johnson, A. M. (2019). Connections, conversations, and visibility: How the work of academic reference and liaison librarians is evolving. *Reference and User Services Quarterly*, 58(2), 91-102. <https://doi.org/10.5860/rusq.58.2.6929>

Thacker, M. L., Christensen, S., & Dickson, E. (2018). Exploring the culture of engagement for liaison librarians at a research university. *Journal of Library Administration*, 58(6), 561-582. <http://dx.doi.org/10.1080/01930826.2018.1491185>

Optional Reading

Ferguson, J. (2016). Additional degree required? Advanced subject knowledge and academic librarianship. *Portal*, 16(4), 721-736. <https://doi.org/10.1353/pla.2016.0049>

Module 8: Collections/Technical Services/Special Collections (October 23rd – November 5th)

Required Readings

Berthoud, H., & Finn, R. (2019). Bringing social justice behind the scenes: Transforming the work of technical services. *The Serials Librarian*, 76(1-4), 162-169. <https://doi.org/10.1080/0361526X.2019.1583526>

Corbett, L. E. (2018). The value of technical services. *Technicalities*, 38(1), 1-7. Retrieved from <https://search.proquest.com/docview/2033273807?accountid=10639>

Evans, G. E., & Greenwell, S. (2018). Collections. In *Academic librarianship* (2nd ed., pp. 193-211). ALA Neal-Schuman.

Vermeer, W. C. (2015). Evolving technical services workflows in a demand-driven acquisitions pilot. *The Serials Librarian*, 69(3-4), 298-309. <https://doi.org/10.1080/0361526X.2015.1118719>

Optional Reading

Falk, P., Cleveland, S., & Strong, M. (2018). Cataloging at the crossroads: Combining students and cataloging librarians to create brief bibliographic records. *Technical Services Quarterly*, 35(4), 338-352. <https://doi.org/10.1080/07317131.2018.1509434>
Read through p. 343, first paragraph of "Practical Applications"; Feel free to skim the rest!

Gregory, G. (2020). Going the distance: Incorporating collection maintenance into technical services in an academic library. *Technical Services Quarterly*, 37(1), 13-23. <https://doi.org/10.1080/03007766.2019.1693327>

Module 9: Research Data Services/Scholarly Communication/Institutional Repositories/Open Access (November 6th – November 19th)

Required Readings

Briney, K. A. (2019). Data management practices in academic library learning analytics: A critical review. *Journal of Librarianship and Scholarly Communication*, 7(1) <https://doi.org/10.7710/2162-3309.2268>
Read through p. 6, skim the rest!

Read, K. B., Koos, J., Miller, R. S., Miller, C. F., Phillips, G. A., Scheinfeld, L., & Surkis, A. (2019). A model for initiating research data management services at academic libraries. *Journal of the Medical Library Association*, 107(3), 432-441. <https://doi.org/10.5195/jmla.2019.545>

Seibert, H., Miles, R., & Geuther, C. (2019). Navigating 21st century digital scholarship: Open educational resources (OERs), Creative Commons, copyright, and library vendor licenses. *The Serials Librarian*, 76(1-4), 103-109. <https://doi.org/10.1080/0361526X.2019.1589893>

Yu, H. (2017). The role of academic libraries in research data service (RDS) provision: Opportunities and challenges. *Electronic Library*, 35(4), 783-797. <https://doi.org/10.1108/EL-10-2016-0233>

Optional Readings

Kim, B. (2023). ChatGPT and generative AI tools for learning and research. *Computers in Libraries*, 43(6), 41-42. <https://www.proquest.com/trade-journals/chatgpt-generative-ai-tools-learning-research/docview/2830977489/se-2>

Module 10: Final Reflections/Course Artifact (November 20th – December 13th)

No Readings

Assignments:

Below is a list of all assignments, points, and due dates for this course:

Assignment	Points	Due Date
Module 1: Introduction to Academic Libraries in Higher Education – History & Current Trends (August 21st – September 3rd)		
ALA Competencies: 1C, 1E		
Discussion Board: Student Introductions	25	August 27 th
Top Trends in Academic Libraries	50	August 27 th (initial post) September 3 rd (peer responses)
Library Profile Assignment: Library Selection	25	September 3 rd
Module 2: Organizational Structure & Organizational Climate (September 5th – September 10th)		
ALA Competencies: 1C, 1F, 8B, 8C		
Final Course Artifact: Topic Selection	25	September 10 th
Sign up for Job Talk Slot	0	September 10 th
Module 3: Leadership & Management in Academic Libraries; Finances & Budgeting (September 11th – September 17th)		
ALA Competencies: 1C, 1F, 8C		
Academic Library Profile, Part 1	50	September 17 th
Module 4: HR/Staffing/Workforce Development/Tenure & Promotion (September 18th – September 24th)		
ALA Competencies: 4A, 4B, 4C, 4D, 8F		
Guest Lecture Reflection #1	50	September 24 th
Module 5: Evaluation of Services/Academic Library Assessment/User Experience (September 25th – October 11th – Includes Fall Break)		
ALA Competencies: 4C, 6D, 6E, 9C		
Discussion Board: Proving Our Worth: The Impact of Academic Libraries	50	October 1 st /October 11 th
Final Course Artifact: Draft Outline	25	October 11 th
Module 6: Public Services/User Services, Pt. 1: Reference & Instruction Services/Information Literacy (October 11th – October 15th)		
ALA Competencies: 6A, 6B		
Academic Library Positions Assignment: Cover Letters & Resumes	100	October 15 th
Module 7: Public Services/User Services, Pt. 2: Liaison Librarians/Subject Specialists (October 16th – October 22nd)		
ALA Competencies: 6B, 8D		
Guest Lecture/Panel Reflection #2	50	October 22 nd

Module 8: Collections/Technical Services/Special Collections (October 23rd – November 5th) ALA Competencies: 3A, 5A, 5D, 6A, 7A, 8D, 8F		
Final Course Artifact: Bibliography	50	October 29 th
Career and Scholarship Plan	100	November 5 th
Module 9: Research Data Services/Scholarly Communication/Institutional Repositories/Open Access (November 6th – November 19th) ALA Competencies: 1G, 7C, 7D		
Academic Library Profile, Part II	100	November 12 th
Academic Library Positions: Job Talks	100	November 19 th
Guest Lecture/Panel Reflection #3	50	November 19 th
Module 10: Final Reflections; Course Artifact (November 20th – December 13th) ALA Competencies: 7A, 7B		
Discussion Board: Final Reflections	50	November 26 th /December 3 rd
Final Research Paper	100	December 3 rd
Submit Course Artifact	0	December 13 th
Total Points	1000	

How to Submit Assignments, Late Policy, Extensions, and Resubmissions

All final submissions are due by 11:59pm of the date due. Anything received after that is considered late. Assignments submitted late will be subject to a late point deduction of **10% of the total possible score per day that it is late.** **After 4 days, assignments not submitted will still be accepted but will only receive a maximum of 50% of the total available points.**

Submit all assignments in a 12-point font for readability, double-spaced format unless otherwise noted. Charts, tables, etc. within an assignment or that accompany an assignment can be single-spaced, but still need to use a 12-point font.

The College of Education and the MLS program have chosen the American Psychological Association publication style using the in-text and reference list options as the required style. A quick guide is available at <http://www.apastyle.org/>. The program has fully adopted use of the 7th edition and you are encouraged to purchase your own copy of the *Publication Manual of the American Psychological Association*. An excellent online guide is the OWL at Purdue University: <https://owl.english.purdue.edu/owl/resource/560/01/>

All resources consulted and used for any assignment should be properly identified and cited within the assignment (quoted, paraphrased, summarized, etc.), and provided at the end of the paper as “References.” You are encouraged to use charts, diagrams, and other creative elements to address assignment criteria whenever appropriate.

If suggested page counts are noted in the instructions for each assignment, they are simply guidelines to help you know what to aim for in your writing. It is okay to exceed these suggestions if your work is well-written and detailed. However, you want to avoid going over these guidelines due to duplication of content, inclusion of irrelevant information, or poor writing, as this could impact your scoring on the assignment.

Extensions: This course has a 3-day no questions asked extension policy that you can use for **any two major assignments** in the course. A major assignment is any assignment worth 100 points. To request an extension, simply e-mail the instructor prior to the due date, stating that you will be taking the 3-day extension and indicate which assignment. No explanations are needed. Your assignment will automatically be due 3 days after the original due date of the assignment. The course late policy will apply after the additional 3 days.

Resubmission of Assignments: Resubmission of a previously submitted and graded assignment for a regrade will only be allowed if a student scores less than 70% on the assignment (to calculate the percentage, divide the points earned by the total available points). In this case, a student can resubmit the assignment for a new grade with the understanding that the resubmitted assignment will automatically be assessed a 10% penalty, which will be in addition to any points lost for execution. The updated assignment must be submitted no later than 2 weeks after the original due date of the assignment and must be submitted via Canvas. Only one resubmission of any one assignment will be allowed, and students can resubmit a maximum of two assignments for the course.

How the Assignments Work

Like most of the MLS program courses, this is a reading and writing-intensive course. For students who recognize that writing may be a barrier to their success, I highly recommend the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit your work is available at: <https://writing.ecu.edu/uwc/>.

About the Course Artifact and Reflection

The MLS program requires students to create, maintain and complete a student portfolio. In order to complete the course, the student must post an instructor-approved artifact and complete the reflection in a Taskstream portfolio. For this course, the final paper serves as the course artifact. Students who fail to post the artifact and complete the reflection form in Taskstream by the deadline noted in the calendar will have their course grade lowered by one letter. Students who do not submit a final artifact by the course deadline will receive an F.

Grades and Grading:

Points for assignments will be based on the following criteria:

- Adherence to assignment instructions and requirements;
- Detailed, concise and logical presentation of information that addresses the assignment requirements and grading rubric components;

- Use of resource materials to justify responses;
- Compositional style and use of appropriate grammar and syntax; and
- Other aspects considered on individual assignment rubrics

This is a graduate level course. Written work that demonstrates a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details, does not follow directions, contains little or unsubstantiated evaluative commentary, or is otherwise poorly written, prepared (e.g. typos, grammatical errors) or documented will receive fewer points. Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement. If grammar, syntax and spelling are not your strengths, I suggest you find a sympathetic editor (a friendly second reader) to review your assignments prior to submission. While I do not mind reviewing an assignment for content prior to submission, I am not a proofreader and will not review your work for grammar, syntax, or spelling. Any submitted assignments that require extensive copy edits will be sent back without a grade.

The final course grade is a percentage of the points earned on each of the assignments from each module. The course assignments total 1000 points in value. The final grade will be calculated as a percentage. The grade scale is as follows:

- 93.00 – 100% = "A"
- 86.00 – 92.99% = "B"
- 79.00 – 85.99% = "C"
- Below 79.00% = "F"

You will be able to see your points in Canvas for each assignment that is graded. You can follow your point total on the “Grades” page in the “Total” column.

Incompletes

Incompletes may be considered, but only as a result of serious and unexpected health and life situations. Documentation for the request is required in writing with appropriate signatures or other evidence. A letter grade will be deducted, so the best grade you can get from completing an “I” is a “B”. Incompletes must be made up promptly and by a deadline set by the instructor. Students who are unable to complete assignments when due are expected to withdraw from the course. [The deadline for graduate students to drop a course without a grade is October 30th by 5pm for Fall 2023](#), so it would have to be an extreme case for an “I” to be considered rather than suggesting the student drop the course.

Additional Course Information and ECU Course Policies:

Suggested Journals for Browsing

Following are additional journal resources to supplement the course readings and should provide background and information for your assignments for this class and your ongoing professional education as an information service manager. They are all available from the

Joyner Library homepage (<https://library.ecu.edu/>); Choose “E-Journal/E-Book Portal” under the One Search box). You can search by title or select Social Sciences under the “Browse by Subject” list and select Library & Information Science (Note: If you browse, you will see all titles, both journals and e-books, that are available). Be sure to pay attention to the dates of coverage, then choose your favorite provider if there are multiple providers. Some of the titles you may want to browse include:

- *Journal of Academic Librarianship*
- *portal: Libraries and the Academy*
- *College & Research Libraries*
- *College and Undergraduate Libraries*
- *The Chronicle of Higher Education*
- *Inside Higher Ed* <http://www.insidehighered.com/> (a free online news and opinion source)

These resources can be very valuable when you are searching for information on the topic of academic librarianship, especially for the final.

Additional Resources

Periodically I may come across additional resources for students. I will post these resources to the course Canvas site and/or email them to students.

ECU Databases

Access to the ECU databases and electronic journal subscriptions available to enrolled students can be found at <http://www.ecu.edu/lib/>, the Joyner Library homepage. You can search for citations and/or full-text journal articles, and also browse individual issues of journals by journal title.

ADA Accommodation

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) <https://dss.ecu.edu/> and located in Slay 138 (252) 737-1016 (Voice/TTY). Individuals in need of additional information or training should contact DSS at (252) 737-1016.

Copyright

The intellectual property used or created in LIBS 6810 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and email/discussion board discourses, and the course instructor as expressed in his course syllabus, class assignments, course resources,

and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within LIBS 6810, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

The Course Final

There is no final exam for this course, but instruction and interaction continue until the last day of finals. The period of finals week should be considered the final exam period for this course, as we will be communicating individually about your course artifact. During this period, I will continue to respond to all emails, telephone calls and can arrange office hours by appointment if we need to meet individually.

Privacy

While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome.

As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, gripes about supervisors or work situations) about themselves, their family members, or close friends.

AI Use

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), they must be properly documented and credited. Students should seek out the appropriate source related to APA and cite in the most correct format according to the style guide. Note, online style guides are being updated continually to include new sources such as ChatGPT.

If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool, in addition to citing the use of any tool used.

Academic Integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work should be provided at the end of the paper as “Works Consulted,” and resources actually used (quoted, noted, or used as an example, etc.) should be noted with in-text references.

Students shall avoid all forms of academic dishonesty, including but not limited to:

Collusion – students collaborating in the completion or production of course assignments submitted for individual credit. This does not preclude students from working together or assisting one another, but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.

Plagiarism – the use or nearly exact use of others’ intellectual property without attribution and without enclosing the property in quotation marks or other identifying notation. Multiple and extended quotes or paraphrasing of another’s intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. Basically this means you cannot cabbage together an assignment by cutting and pasting or retyping the text of found documents.

Submitting work prepared for another course – do not submit in whole or part, assignments that have been prepared for another course. This defeats the learning objectives of the assignment, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

Any student suspected of violating ECU’s Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available at:
<http://www.ecu.edu/osrr/>

Responding to Peers’ Discussion Postings:

Students are expected to read all the discussion board postings, not just the one immediately prior to their response. A quality discussion response includes: identification of a central issue, taking a position on the issue, providing some evidence for your position, and posing an open-ended question on the issue or topic. This follows an inquiry method, as opposed to simply commenting on what someone has said in an earlier post, e.g., “I liked what you said about ...,” “So true,” etc.

Netiquette:

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

- Beginning all communications with a salutation.
- Ending all communications with your name.
- Not using all capital letters in a discussion board message; it is a short hand way of screaming at someone and is considered rude.

- Limiting the use of slang, IM lingo, etc., as not everyone may understand your references.
- When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. In other words, discuss the message content, not the personalities involved.
- If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside of the course.
- Being respectful of others. Librarianship is a small world in which kindness and civility are highly prized; you may need someone in this class to do you a favor someday, or you may find yourself working with or for someone who was in the class with you.

Technology Related Information:

The recommended browsers for using Canvas and other ECU applications are Mozilla Firefox and Google Chrome.

In order to successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the Internet, Canvas functions, and email. For online meetings, we have access to WebEx through ECU. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. Information and assistance are available from the IT help desk <https://its.ecu.edu/>. Technical assistance and resources for using Canvas software are available here: <https://canvas.ecu.edu/student-guides/>.