

Valdosta State University.

Syllabus: MLIS 7210
Summer Semester II: June & July 2013
Academic Libraries
Howard S. Carrier

Course Information:

Course Number: MLIS 7210 Section IA, crn 50541

Course Title: Academic Libraries

Course Description: [as per VSU 2012-2103 Graduate Catalogue] *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.*

Course Dates: Wednesday, 5th June 2013 – Tuesday, 23rd July 2013.

Required Text: Although the course will involve both mandatory and suggested readings, there is no specific textbook which you are required to purchase. Readings will be made available to you through BlazeVIEW, or you will be advised how to access an electronic copy of a specific text using library resources. As work submitted for this class must comply with APA 6th edition, it may be useful for you to purchase a copy of the *Publication Manual of the American Psychological Association*, 6th edition, (if you do not already own a copy). This book is available from Amazon.com at the price of \$24.69. See: http://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1305123131&sr=8-1

Instructor Information:

Instructor: Howard S. Carrier, LL.M., M.S.L.S., Assistant Professor & Reference Librarian, Odum Library, Valdosta State University.

Email: hscarrier@valdosta.edu Telephone: 229-245-3744 Office: 2300 Odum Library.

Office Hours:

You are welcome to contact me by email or telephone at any time, regarding your studies for this course. I will reply to your email as soon as possible. If you contact me by telephone and I am not available, then please leave a voicemail with a telephone number at which you can be reached.

Additionally, I will be specifically available to answer student questions every Tuesday afternoon, from 3pm to 5pm. Students are welcome to contact me by telephone or to stop by my office (ask for directions at the Reference Desk on the 2nd floor of the Odum Library).

Alternatively, you can chat to me online during those hours. To do this, go to:

<http://www.valdosta.edu/library/ask.php> In the chat box (where it says, “type here to chat”), type: “MLIS 7210 student contacting Mr. Carrier” and then press ENTER on your computer’s keyboard.

Course Philosophy:

As a professional librarian who chooses to work within the university, I view graduate students as colleagues within the academy, working towards the same goals as myself – the free exchange and dissemination of ideas, in order to better understand those issues that we have selected for study.

My aim is to teach this class from a practitioner’s perspective. I am not a Library Science Professor; I am a practicing Librarian. Academic librarianship is my career. I hope to provide you with a thorough overview of this area of the librarian’s profession, in order to better prepare you for your own career as a professional academic librarian, if that is a career path you hope to explore. However, for students who are interested in academic libraries but do not envisage a career in academic librarianship, the course will also contain opportunities to investigate the theoretical aspects of the relationship between academic libraries and the academy as a whole.

There is an old cliché about there being, “No such thing as a silly question,” which is certainly true for this class. All questions are welcomed and students are actively encouraged to share their thoughts, ideas, and opinions through the discussion board. It is imperative that we have lively, unfettered, on-topic conversations during this class. To this end: whilst there are no “silly” questions for this class, there **is** a definite obligation to ask and answer questions, and share your knowledge and ideas with your peers.

Course Objectives:

By the end of this course, you 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.
- Understand the structure and operation of a typical academic library in the United States and the roles of its units, administrators, librarians, and staff.
- Identify relevant variations in academic libraries based upon institution type.
- Contribute to professional discourse on topics pertaining to academic libraries and academic librarianship.
- Critically evaluate a core unit of an academic library.

Course Assessment:

Discussion boards. (7 weeks x 10 points per posting = 70 points).

Worksheets. (7 worksheets x 15 points per worksheet = 105 points).

Professional Blog. 125 points.

Academic Library Unit Analysis Report. 200 points.

Grades:

Maximum number of points possible = **500**.

Grade “**A**” = **450 to 500** points

Grade “**B**” = **400 to 449** points

Grade “**C**” = **350 to 399** points

Grade “**D**” = **300 to 349** points

Grade “**F**” = **0 to 299** points

Rubric and grading information for discussion board and worksheet assignments appears in the appendices at the end of this syllabus. For information about all other assignments, please refer to the assignment itself.

Due Dates:

The first day of class is Wednesday, 5th June 2013. The last day of class is Tuesday, 23rd July 2013.

The course is organized by weeks (Wednesday through Tuesday).

Please check the Course Schedule for a comprehensive list of due dates for all assignments for this course.

The final assignments for this class are due by 11.00am Eastern Daylight Time on Friday, 26th July 2013. The final assignments are comprised of both the Professional Blog and the Academic Library Unit Analysis Report.

Please contact me **as soon as possible** if any of your assignments will be late because of **illness, family emergency, or any other legitimate problem** that precludes you from submitting your work on time. In such instances, I will always work with you in determining an appropriate due date for submitting your assignment.

Caution: Work which is submitted late in the absence of an approval from myself, or where no legitimate reason for late submission exists, will be subject to **heavy** penalties (**10%** of the total grade for an assignment will be **deducted** for each **24 hour period it is late**, culminating in an award of **0 points once the assignment becomes more than 72 hours overdue**).

Course Policies:

Discussion Board Conduct

Please be respectful and professional. Each week you are required to:

- Post your **own response** to the discussion question for that week. Please be sure to post your original response in time to allow responses from your peers.
- Post a minimum of **two substantial replies** to postings by other students.

Academic Honesty

Academic dishonesty is not tolerated in this class. As prospective experts and leaders in your fields of expertise, it is your responsibility to understand what constitutes academic dishonesty, and how to avoid it.

Students should familiarize themselves with Valdosta State University's Academic Honesty Policy and Procedures, available at:

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Plagiarism: Sadly, it is my experience that many instances of plagiarism occur as a result of carelessness. However, carelessness is no defence to this serious academic honesty offence.

Please be aware that plagiarism has serious consequences (in this instance, the award of 0 points for any assignment containing plagiarized content). Remember: if in doubt, always cite. You are extremely unlikely to suffer any sort of penalty for over-citation! Better that, than an accusation of plagiarism.

You should review this guide to avoiding plagiarism:

<http://owl.english.purdue.edu/owl/resource/589/1/>

Cheating: I will not tolerate any form of deliberate cheating in my classes (whether or not this conduct also involves plagiarism). If such an instance arises (and I sincerely hope that it does not), the consequences are straightforward: I will award the student(s) concerned a grade of F for the class, and submit a Report of Academic Dishonesty to the Student Conduct Office.

Accessibility

This course will be administered in full compliance with Valdosta State University's policies regarding accessibility. For further information, please see the Access Office's website at <http://www.valdosta.edu/access/index.shtml> Please contact me if there is an issue regarding accessibility that you wish to bring to my attention.

A final word:

It is my fervent hope that you find this class to be an academically stimulating and rewarding experience. I am excited to be the Course Instructor for MLIS 7210, and look forward to discussing class topics with students. It is rare for an instructor to be able to teach a class that directly addresses his or her own profession. I am pleased to have the opportunity to do this, and hope that the class benefits from being taught from a practitioner's perspective. Along the way we will encounter colleagues of mine who will also share their insight and experience.

I am aware that online classes can sometimes cause students to feel more isolated than is the case with classroom based instruction. To counter this, I encourage you to interact actively with the course materials and participate in discussions with all members of the class via the discussion boards. Also, if, at any point, you have any questions or concerns about the class or your progress, then please **do not** hesitate to contact me (see contact details in the "Instructor Information" section, above.)

Let's hope this turns out to be a rewarding summer semester.

See you at the discussion boards!

Howard.



Appendix 1:

Discussion Board Grading Rubric

	Grade “A” (10 points)	Grade “B” (8 or 9 points)	Grade “C” (7 points)	Grade D (6 points)	Grade F (0 to 5 points)
Timeliness	<p>1 original and 2 response posts are complete.</p> <p>The student engaged in lively discussion, early and often.</p>	<p>1 original and 2 response posts are complete.</p> <p>The student engaged in discussion, allowing time for responses from peers.</p>	<p>1 original and 2 response posts are complete.</p> <p>The student engaged in discussion, but in a brief or tardy manner.</p>	<p>1 original and 2 response posts are complete.</p> <p>Very brief “last minute” responses, posted just before the assignment is due.</p>	<p>Missing original or response posts.</p>
Content	<p>Original thoughts.</p> <p>Detailed critique of assigned readings or topics presented for discussion.</p> <p>Courteous and intellectual considerations of peers’ posts, with detailed responses.</p>	<p>Original thoughts.</p> <p>Relevant consideration of readings or topics.</p> <p>On-topic responses to peers’ posts.</p>	<p>Clichéd thoughts.</p> <p>Limited consideration of readings or topics.</p> <p>Limited responses to peers’ posts.</p>	<p>Wholly unoriginal thoughts.</p> <p>Inadequate consideration of readings or topics.</p> <p>Cursory responses to peers’ posts.</p>	<p>“Me too” type posts, or wholly off-topic posts and responses.</p>
Style & Clarity	<p>Erudite, academic, and clear, with no grammatical or spelling errors.</p>	<p>Straightforward and comprehensible.</p>	<p>Writing contains errors which may hinder comprehension.</p>	<p>Poor quality writing, containing serious flaws, slang, or other unprofessional terminology.</p>	<p>Writing simply cannot be understood.</p>

Appendix 2:

Worksheet Grading Rubric

	Grade “A” (10 points)	Grade “B” (8 or 9 points)	Grade “C” (7 points)	Grade D (6 points)	Grade F (0 to 5 points)
Timeliness	The worksheet is submitted before the deadline.	The worksheet is submitted before the deadline.	The worksheet is submitted before the deadline.	The worksheet is submitted before the deadline.	The worksheet is not submitted in a timely manner.
Content	Each question is answered fully, with clear explanation of the answer provided by the student.	A perfectly adequate answer, with good accompanying explanation.	An answer which addresses the question set, but in perfunctory fashion.	A mostly inadequate or incomplete answer.	A wholly inadequate or incomplete answer.
Style & Clarity	Erudite, academic, and clear, with no grammatical or spelling errors.	Straightforward and comprehensible.	Writing contains errors which may hinder comprehension.	Poor quality writing, containing serious flaws, slang, or other unprofessional terminology.	Writing simply cannot be understood.

Grading rubrics for the following assignments are incorporated in the assignment instructions (in other words, please refer to the assignments themselves)

- Academic Library Unit Analysis Report.
- Professional Blog.