

Course Agenda
Spring 2005

LS 5160-101 The Academic Library

Every other Saturday, 9AM-3PM
January 15 – April 16

John Lubans, Jr. and Sheryl Anspaugh
Phone and Fax: 919) 493-4979
2507 Sevier Street
Durham, NC 27705
E-mail: Lubans1@aol.com
SAnspa@aol.com
Web site: www.lubans.org

Purpose: To become familiar with the academic library and its environment; to develop future professional relationships.

Format: A collaborative learning approach, by which we will identify and study the major issues in this specialized field of librarianship. This semester we will invite a number of practitioners to come to our classes. Be prepared to meet and engage them in discussion.

Course Objectives: When you successfully complete this course you should:

- Understand the professional issues and trends related to academic librarianship
- Understand the historic base for academic libraries
- Understand how academic libraries are organized, managed and how performance is measured
- Be able to identify the personal attributes of successful academic librarians

In addition this class will provide:

- A platform for students to present their ideas and lead a discussion on an academic library topic of their choice.
- Exploration of the information technology issues in the contemporary academic library.
- Identification and discussion of current trends and problems in higher education through interviews and readings.

Grades will be based on topic research paper, presentations of your seminar topic and floor plan, homework and participation and discussion in class.

Attendance is expected at every class.

Class participation (including readings for each topic): 20%

Leadership of Topic discussion 20%

Topic paper 30%

Floor plan 10%

Quiz scores 10%

Homework assignments: 10%

On the 3rd day of class I will give you written feedback on how you are doing in the class.

I will mark your papers with a check, a check plus or a check minus. A check is a B, a check plus is an A, and a check minus is a C.

Please note: This is a collaborative seminar. An absence, arriving late or leaving early will lower your grade. Why? Because if you are not in class you are not learning up to your ability nor are your classmates benefiting from your perspectives.

Late assignments lose a full grade.

Expect to be quizzed on assigned readings.

Seminar topic presentation:

Each student will present on a topic of major importance to academic libraries. You will write a research paper, provide readings and **lead a seminar discussion** on your topic for about one hour.

The topic's paper, due on the last day of class, will be 12 pages in length. Notes and bibliography are in addition to the 12 pages of text.

Present both sides (the argument) of the issue and then provide your opinion/conclusion of future directions, needs, trends. If you want your paper returned after grading, please provide a self-addressed, stamped envelope (be sure to include adequate postage).

Select and declare your topic to the class, subject to the instructor's approval, during Day 3, February 12.

Carefully search the Internet and the world of paper scholarly communication for information on your topic.

Distribute copies of 2 readings of your choice on your topic during the class period prior to your seminar presentation. In other words, everyone is to have in their hands your two readings 2 weeks ahead of your presentation.

Your presentation may include guest speakers, a panel, questions for the class, a speech, and/or a site visit. You are in charge within the boundaries of a timed 60 minute presentation.

If you use PowerPoint:

You must face the class and not stand behind the projector.

Do not use class time to set up your equipment.

Do not read your power point screens to the class.

Lunch and Breaks:

We will decide on the Day 1 if a 30 minute lunch will work. If yes, we will end the day at 2:30PM. There will be two ten minute breaks, one in the AM and one in the PM. Being tardy from a break is the same as coming late to class.

Format for each day: The agenda below are fairly fixed but subject to revision based on guest lecturer schedules, in class work loads, and student presentations. As changes occur, I will e-mail you a revised agenda a week before the class meeting.

Day 1 January 15

1. Introductions: Instructors and students, agenda & other handouts.
2. Discussion and decisions about class format:
 - Establishment of ground rules for how we will work with each other during the semester? (What will we need to make this class successful?)
 - Email addresses/Blackboard system
3. Quote for the day
4. Chronicle of Higher Education daily updates from me to you via Blackboard. We will spend 30 minutes of each class discussing what we've found of interest in higher education over the two weeks.
5. "**Bibliofoon**" the game – based on an academic library experience. Collaborative fun.
6. Seminar presentation topics and research paper. The floor plan renovation project. Review of homework due Day 2.
7. Guest: Ashley Jackson, Perkins Library renovation manager.
8. Future search process, fill in **worksheets #1 and #2 and wall chart.**
9. Plus/delta

HOMEWORK due Day 2:

TALK to an academic librarian about what he/she believes have been critical events for academic libraries since 1980. (Fill in **worksheet #3**)

VISIT an academic library (community college, private liberal arts college, public college, or research university campus). Hang out, immerse yourself. Describe what you see as a visitor/student.

The highpoints and the low?

WRITE your confidential report like a well considered travelogue. Capture the mood of the place. What do you recommend about it, what do you suggest students avoid? Be observant, critical, fair and thorough. Remember, this visit will be valuable to your floor plan project.

FIND and read an article on an important current trend you believe relevant to the future of academic libraries. (Refer to worksheet #5.) This article does NOT need to be from the library literature but it must be on a topic that you firmly believe will change the academic library as we know it. For example, 20 years ago, a business magazine article on how PCs were changing the office would have been perfect.

Do a written summary of key points in your article and **make copies** for each class member and instructor.

Day 2 January 29

1. Quote for the day
2. What does the Chronicle tell us?
3. Discussion of library visits. Turn in report.
4. The future search process, part 3, complete Wall chart.
Worksheet 4: "Time Lines"

5. Current trends discussion (worksheet 5).
6. Mind map.
7. Conclude the future search: "Play Dough Futures" Worksheets 6 & 7
8. Discuss homework, due Day 3.
9. Plus/Delta

HOMEWORK due Day 3:

Look at one out-of-state academic library web site of your own selection, indicating several strengths and weaknesses. See the web site evaluation criteria handout.

Do a one page plus/delta for this web site:

What does the site do well, what could it do better?

What does the web site say about the library.

Can you find your way as a student?

You should identify what specific features and resources on the selected site stands out as especially good or especially lame. Try out any interactive features to see how they work and how effective they are.

A good info source: LibraryLand: Web Manager's Reference Center:

<http://sunsite.berkeley.edu/Web4Lib/RefCenter/>

Day 3 February 12

1. Quote for the day
2. What does the Chronicle tell us?
3. Creative stickiness exercise.
4. Discussion of website findings. Reports due.
5. Declare your topic to the class, subject to the instructor's approval.
6. Featured guest 10:30AM:
7. Discussion of homework due Day 4
8. Featured guest 1 PM: Margaret Brill, Head, Reference, Perkins Library.
9. Plus/Delta
10. Written feedback on progress in class.

Homework due Day 4: Read study 1 on John's Web site, www.lubans.org, How First-Year University Students Use and Regard Internet Resources (1998). and the OCLC White Paper on the Information Habits of College Students (2002) distributed in class. Write a brief report on this question: How predictive were/are these studies in how libraries integrate technology? What more could libraries be doing?

Read handouts on Google:

New allies in the fight against research by Googling...

Inside the soul of the web...

Questions and Praise for Google Web Library

NYT: Editorial: The Electronic Library.

Reflect on the "Threats and Opportunities" Google provides for academic libraries. Prepare a one page list of T&Os.

Day 4 February 26

1. Quote for the day
2. What does the Chronicle tell us?
3. Quiz on assigned Google readings. Discussion of readings. Turn in T&Os.
4. Featured guest: Elaine Druessedow
5. Discuss John's Internet studies and the OCLC White Paper on the Information Habits of College Students.
6. Floor plan preliminaries: Bubble drawing posted of chosen renovation.
7. Hand out readings for next class' student topics
8. Case studies/Activity
9. Plus/Delta

Day 5 March 12

1. Quote for the day
2. What does the Chronicle tell us?
3. Featured Guest:
4. Student topic s: one hour each.
5. Hand out readings for next class' student topics
6. Final Floor plan presentation
7. Discussion of homework due Day 6.
8. Plus/delta

HOMEWORK due Day 6: Read John Budd's, The Academic Library 2nd chapter, pp. 24-46. And, Twitchell, James, B, "Higher Ed, Inc" Wilson Quarterly, Summer 2004, vol. 28, issue 3. 14 page photocopy.

Prepare a one page reflection on Twitchell's paper specifically as it relates to academic libraries.

NO CLASS MARCH 26

Day 6 April 2

1. Quote for the day
2. What does the Chronicle tell us?
3. History of academic libraries, according to Mr. Budd, and Mr. Twitchell's opinion piece relevant to the development of higher ed and of academic libraries.
4. Featured Guest:
5. Hand out readings for next class' student topics
6. Student topics: One hour each
7. Case studies and discussion
8. Activity
9. Plus/Delta

Day 7 April 16

1. Quote for the day
2. What does the Chronicle tell us?

3. Featured Guest:
4. Student topics: One hour each.
5. Turn in topic research paper
6. Course Plus/Delta
7. End of class