University Of Oklahoma  
SCHOOL OF LIBRARY AND INFORMATION STUDIES  
Academic Library Seminar Syllabus  
LIS 5990  
Fall 2010

Instructor: June Abbas, Ph.D.

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Office hours  
Tuesdays 10-12 and by appointment

Course Description  
The Academic Libraries Seminar is a bi-weekly, synchronous and asynchronous, interactive online seminar focusing on the functions of higher education institutions and on research in library and information studies in which all IMLS Project students will be enrolled for 3 regular semesters.

Pre-requisites/co-requisites  
Participation in the IMLS Project: Partnering to Build a 21st Century Community of Oklahoma Academic Librarians  
LIS 5033

Course Goal and Objectives  
The general goal of the seminar is to provide grounding in the cultures, practices, and structures of the higher education environment that form the context in which academic librarians function.

Student Learning Objectives  
At the completion of the 3 semesters of the seminar, students will be able to:
• identify and describe the predominate structures and operations of institutions of higher education in the United States  
• analyze, understand, and work with the various academic cultures present in the higher education environment  
• read critically the research literature pertinent to academic libraries and apply findings to local problem solving  
• maintain current awareness of issues, events, and developments in higher education.

In addition to achievement of these objectives, the seminar is designed to:
• build community among the IMLS Project cohorts  
• provide a structure for exploration of issues and concerns  
• foster exchange of information  
• offer support beyond academic matters.
Teaching/Learning Methods
This course will be conducted as a seminar. Each student will contribute to the learning experiences in the course and is expected to actively participate both through presentation and through discussion. Over the 3 semesters of a student’s enrollment, the seminar will include presentations from members of the higher education community, academic librarians, SLIS faculty members, and the IMLS fellows enrolled in the seminar. The seminar will meet synchronously approximately every two weeks using Adobe Connect Pro. Between synchronous meetings, discussion among seminar participants will be facilitated through the Desire2 Learn (D2L) course management system.

Readings
Selected readings and viewings will be assigned throughout the semester. These readings will be available at a web site or through e-journals or on electronic reserve (ereserve) in the University of Oklahoma Libraries.

Course Materials and Information
The course syllabus, course schedule, and additional course materials will be available from the course website in Desire2Learn. Announcements regarding the course will be made between class meetings in the News section on the course website home page.

Seminar Content
The seminar is divided into two content streams:

I. Structure and Function of Academic Institutions (Spring 2010, Fall 2011)
To facilitate understanding of the operations of universities and colleges members from the Oklahoma academic community will visit the seminar to discuss their role in the operations of their institutions. Participants will include those in higher education administration (provosts or vice-president for academic affairs; vice-presidents or associate/assistant vice-presidents for research, student affairs, fiscal affairs or finances, development, communication or public affairs, planning, information technology, alumni relations; and university legal counsel) in a variety of types of institutions (public flagship, regional, private, private with religious affiliation, community college) as well as those in administrative positions in libraries and library associations such as the Association of College and Research Libraries and the Association of Research Libraries.

In addition, each fellow will be required to observe the deliberation and decision making processes of a variety of institutional bodies, including such groups as the faculty or university senate, university curriculum committee, student government, staff senate, library committee, and information technology council, and participate in seminar discussion about the roles and functions of such groups.

II. Research in LIS (Fall 2010, Spring 2011)
To foster and promote an awareness of the current research literature of library and information studies and to develop a culture of research, each fellow will present a brief summary and critique of an article from the current peer-reviewed literature relevant to academic libraries at least once a semester. In addition, SLIS faculty members and academic librarians from around the state will discuss their current research.
## Class Schedule for ConnectPro Sessions and Deliverables

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<tr>
<th>Session</th>
<th>Topic</th>
<th>Deliverable</th>
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| 1. September 2\(^{nd}\): ConnectPro Session (5:30-7:30) | Introductions Logistics | • Introduce mentor/mentee using "Who is My Mentor/Mentee" assignment (Sept. 2nd session)  
• Post Mentor assignment to Mentorship forum (by Sept. 5th) |
| 2. September 16\(^{th}\): ConnectPro Session (5:30-7:30) | The Daily Life of an Academic Librarian: Karen Antell | • Read one of Ms. Antell's papers & bring a question to pose to Karen about her research and or career (Sept. 16th session)  
• Post questions and motivation for your question to Research Presentation 1 forum on D2L (by Sept. 19th)  
• Review all questions posted and comment on one that piques your interest (by Sept. 23rd) |
| 3. September 30\(^{th}\) ConnectPro Session (5:30-7:30) | What is research for academic librarians?/Role of academic conferences/professional associations, societies  
Introduce ACRL Proposal assignment | • Bring a paper of interest to you that aligns with the ACRL conference theme and be prepared to discuss how it fits with the conference theme (Sept. 30th session)  
• 1\(^{st}\) cohort’s reflection on Spring 2010 seminar (Sept. 30th session)  
• Post summary of the paper to ACRL Themes forum on D2L (by September 30th)  
• Review all summaries posted and comment on one that is NOT related to your area of interest (by Oct. 7th) |
| 4. October 14\(^{th}\) ConnectPro Session (5:30-7:30) \(^{3}\) | Continue discussion on research for academic librarians. What would you like to study that relates to the ACRL theme and your career goals? | • Continue discussion of papers chosen by students related to ACRL conference theme (Oct. 14th session)  
• Continue discussion between both cohorts about the 1\(^{st}\) cohort’s reflections (Oct. 14th session) |
| 5. October 28\(^{th}\) | Academic Librarian Research | • Read a paper in the presenter's |
ConnectPro Session (5:30-7:30) | Talk (Academic Librarian from OUHSC) | area of research & bring a question to pose (October 28th session)
- ACRL abstract submitted to dropbox (by October 28th)
- Post questions and motivation for your question to Research Presentation 2 forum on D2L (by Oct. 31st)
- Review all questions posted and comment on one that piques your interest (by Nov. 4th)

6. November 11th ConnectPro Session (5:30-7:30) | Academic Librarian Research Talk --Karen Neurohr--Karen.Neurohr@okstate.edu from OSU | • Read a paper in the presenter's area of research & bring a question to pose (Nov. 11th session)
- Post questions and motivation for your question to Research Presentation 3 forum on D2L (by Nov. 14th)
- Review all questions posted and comment on one that piques your interest (by Nov. 18th)

7. December 2nd ConnectPro Session (5:30-7:30) | Reflection on IMLS project to date | • Discussion by both cohorts of their experiences in the AL seminar and planning for the next semester

**Assignments**
The following assignments are required as part of the grade for the course. See the separate Assignments document for further explanation of each.

- **ACRL Proposal**

- **Participation:**
  - Participation in all ConnectPro sessions
  - Posing of questions by students to presenters
  - Posting of questions (3 total) to discussion board
  - Comments by each student on one question per question set (3 total)
  - Required discussions during ConnectPro sessions

- **Readings:** articles assigned by instructor and set of research articles (3) related to presenters' research chosen by students

- **Reflections of 1st cohort/responses by second cohort**

- **Research Article Critique**
• Who is My Mentor/Mentee

Evaluation
Criteria for evaluation

Participation in ConnectPro class meetings
Students are expected to attend all biweekly synchronous meetings of the seminar, to have read assigned materials prior to the meetings, and to be prepared to discuss the assigned topics. Participation in the seminar meetings and online discussions should show (1) evidence of critical thinking, (2) clarity of identification of the issues, (3) understanding of the problems examined, and (4) ability to propose and evaluate solutions. It is expected that discussion will reflect assigned readings related to the topic.

If you have to miss a seminar meeting, you are responsible for notifying the instructor, for any announcements made, content covered, assigned postings, or issues discussed during the missed meeting.

Participation in discussion board
Students will participate between biweekly meetings in structured discussions on the D2L Discussion Board at the course site. Each student is expected to contribute to discussions on a scheduled basis.

Students are expected to actively participate in the discussions in D2L. All class members are expected to welcome open expression of opinions, attitudes, and beliefs and to accept the legitimacy and value of dissent, whether the dissenting opinion is considered valid or not.

Expectations of Content Quality for Assignments
Each assignment provides criteria to be used in evaluating that assignment. However, it is expected that ALL completed assignments
• will be submitted on time
• will provide substantive content, and
• will reflect quality writing at a graduate school level.

Substantive content includes:
• adherence to the assignment criteria
• as required, well-supported arguments from appropriate sources
• reasonable conclusions or solutions
• appropriate critical analysis.

Quality of writing includes:
• clarity of expression
• organization
• appropriate use of references and Chicago author-date option
• standard spelling, punctuation, and grammar.
It is expected that all assignment submissions (including discussion postings) will represent the student's utilization of the spelling and grammar check functions of her/his word processing software.

**Grades**
The seminar is graded Satisfactory/Unsatisfactory. Failure to attend the synchronous meetings, to participate in structured online discussions, or to submit the required assignments will result in a grade of unsatisfactory for the seminar.

**Student evaluation of course and instructor**
At the end of the semester, each student will be asked to complete an online OU College of Arts and Sciences evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction.

The instructor(s) will NOT see course evaluations until after grades have been turned in to the Registrar's Office.

This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and promotion decisions among its regular faculty, and for rehiring decisions among adjunct faculty. It is important that you be careful and accurate in completing the evaluation form.

**Related Policies**

**Incomplete**
The Graduate College has strict conditions under which a student is given an incomplete in a regularly scheduled, letter graded course. In this seminar course, which is graded Satisfactory/Unsatisfactory, an Incomplete is not a possible grade.

**Absence for Religious Holidays**
It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays. Students who plan to observe a religious holiday that will occur on the date that an assignment is due or at a time or in a manner that would preclude seminar attendance and participation in class discussion should notify the instructor as soon as possible in order to make appropriate arrangements.

**Reasonable Accommodations**
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent full demonstration of the student's abilities should contact the instructor in person as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities. Please advise the instructor of such disability on the first day that this course site is open.

Students requesting accommodations are required to contact the Disability Resource Center. This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The instructor will work with you and the Disability Resource Center to provide reasonable accommodations.
The Disability Resource Center (http://drc.ou.edu/) in Norman is located in Goddard Health Center, Suite 166, phone 405-325-3852 or TDD only 405-325-4173, email drc@ou.edu. Students in Tulsa should contact the OU-Tulsa Student Affairs Office (http://tulsa.ou.edu/studentaffairs/disability.htm) located in Room 1C 53, phone 918-660-3100.

Codes and Policies of Behavior
To protect its faculty and students, the School fully subscribes to the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based on physical disability. You should acquaint yourself with both your responsibilities and your protections. Links are available from: http://www.ou.edu/provost/pronew/.

Academic integrity
"Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed." University of Oklahoma Academic Misconduct Code, Norman Campus (Excluding Law) (http://www.ou.edu/provost/integrity/AMC2003.pdf).

You should review expectations for the academic integrity of your work by reading and reviewing the items posted at the URLs listed in the table below:

<table>
<thead>
<tr>
<th>Academic Integrity</th>
<th><a href="http://www.ou.edu/provost/integrity/">http://www.ou.edu/provost/integrity/</a></th>
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</thead>
<tbody>
<tr>
<td>Rights and Responsibilities under the Academic Misconduct Code</td>
<td><a href="http://www.ou.edu/provost/integrity-rights/">http://www.ou.edu/provost/integrity-rights/</a></td>
</tr>
<tr>
<td>Plagiarism and examples</td>
<td><a href="http://www.ou.edu/provost/pronew/content/Nine-Things-Plagiarism.pdf">http://www.ou.edu/provost/pronew/content/Nine-Things-Plagiarism.pdf</a>; <a href="http://www.ou.edu/provost/integrity/plagiarismexample.html">http://www.ou.edu/provost/integrity/plagiarismexample.html</a></td>
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Graduate College standards
Graduate College standards are available in the Graduate College Bulletin (http://gradweb.ou.edu/Current/gcBulletin/GCBulletin.pdf).

Seminar Meeting Etiquette
In order to provide an uninterrupted learning environment, external communication devices beyond the Adobe Connect Pro link, such as cell phones and pagers, must be silenced during synchronous seminar meetings. If you have an emergency situation that requires that you be accessible by cell phone during the meeting, set the phone on vibrate and leave the meeting to take a call. Other potential distractions should be minimized, to the extent possible.

Resource and Technical Assistance
It is assumed that everyone in this class is able to:
• access and use email, including sending and receiving email attachments, on a
daily basis
• identify, access, and use web sites
• access documents in Adobe Acrobat Reader
• word process documents
• create PowerPoint slides
• access and use the OU course management system, Desire2Learn, at https://learn.ou.edu.

Any student who has not yet learned these basic tools should complete the relevant online tutorials for entry level computer skills (available from the SLIS website at: http://www.ou.edu/cas/slis/SLIS_10/students/MLIS/mlis_tech.html, prior to the beginning of this class.

Anyone not familiar with the course management system should complete the online orientation provided by the College of Arts and Sciences: http://casweb.ou.edu/olr/public/students/orientation.htm.

It is also assumed that you know how to access digital library resources through the Norman campus Bizzell Library (use of databases, electronic journals, e-books, and use of e-reserves). If you do not, the online tutorials referenced below will provide instruction.

Library Assistance
In addition to in-person consultation services:
http://libraries.ou.edu/info/form.aspx?fid=res_consult,
Bizzell Library on the Norman campus provides phone reference (405-325-4142), email reference through the Email a Librarian service:
http://libraries.ou.edu/info/contact.aspx?contactType=1&contactid=12,
and online synchronous service through:
Chat (http://libraries.ou.edu/help/askus/).
In addition, there are online tutorials (http://libraries.ou.edu/help/tutorials/) on use of the library.

Technical Assistance
If you encounter problems using Desire2Learn, for general assistance go to Desire2Learn Student Help accessible from your D2L welcome page (click on the “?” logo). For specific assistance call 405-325-HELP and select Option 4. If neither of these sources solves the problem, email learn@ou.edu. Please feel free to contact or meet with the instructor about any questions or problems.

Appointments with Instructor
Appointments with the instructor(s) may be scheduled by phone or through email request and can occur via email, telephone, Skype, or in person. Emails concerning the course should be sent through your OU email account (otherwise it is likely to be routed by the filter to junk email) and should have as a subject line: LIS 5990 Topic of your email.

DISCLAIMER
This syllabus and the accompanying course schedule represent the plan for this course and will be followed to the extent that it is feasible to do so in meeting the instructional goals of the course and the needs of the class. However, it is not, and should not be interpreted as, a contract between the student and the instructor. If necessary, due either to unforeseen circumstances or to unanticipated variations in class progress, the syllabus and schedule may be changed or adjusted as needed.