SYLLABUS

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 predominating 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 substantive 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.

Background Text

The background text that will provide a framework for the seminar is the following book,
which should be purchased and read by all seminar participants:

Bergquist, William, and Kenneth Pawlak. 2008. Engaging the six cultures of the
academy. Revised and expanded edition of the Four cultures of the academy.

Readings

Selected readings and viewings will be assigned throughout the semester. These
readings will be available at a web site or through e-journals on the University of
Oklahoma Libraries website.

In addition, each seminar participant is expected to read the Inside of Higher Education
weekly and to post a reflection to the class discussion board.

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/Instruction in LIS (Fall 2010, Spring 2011)
To foster and promote an awareness of the current research/instruction literature of library and information studies and to develop a culture of research/instruction, 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 and the role research and instruction play in the academic library.

Evaluation

Participation in class meetings
Students are expected to attend all biweekly synchronous meetings of the seminar, to have read/viewed the assigned materials from the text or other sources prior to the meetings, and to be prepared to discuss the assigned topics. In addition, students should be prepared to post and discuss their observations from the Issues in Higher Education.

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. Each student will post reflections from the articles they select from the Inside Higher Education as well as post a comment to one of their peer's postings (see dates for peer postings on the Schedule).
**Observation report**

Students will make one observation report on the institutional body that they have selected to observe. The report will include analysis of the structure, responsibilities, membership, and impact of the chosen group.

**Institutional profile**

Students will construct an institutional profile that will include an organization chart for the institution, information on accreditations held, description of predominant modalities used for instructional delivery and major pedagogical approaches, structure and inventory of student services provided, inventory of administrative services, and identification of memberships held in professional and scholarly associations.

**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.

**Criteria for evaluation**

Since class discussion is the central element of this seminar, attendance at the biweekly meetings is expected. If you have to miss a seminar meeting, you are responsible for notifying the instructor, for any announcements made, content covered, or issues discussed during the missed meeting.

Students are expected to actively participate in the structured 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.

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 reading related to the topic.

The observation and research reports and institutional profile components should adhere to the guidelines provided for the assignments and be delivered on the scheduled dates.
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.

Student evaluation of course and instructor

At the end of each semester, each student will be asked to complete a standard evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction. The instructor will not see course evaluations until well 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. It is important that you be careful and accurate.

Related Policies

Incompletes

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/](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](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/](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://integrity.ou.edu/files/Academic_Misconduct_Code.pdf](http://integrity.ou.edu/files/Academic_Misconduct_Code.pdf))

You should review expectations for the academic integrity of your work by reading and reviewing the items posted at the URLs listed below.
Graduate College standards

Graduate College standards are available in the *Graduate College Bulletin* ([http://gradweb.ou.edu/Current/gcBulletin/GCBulletin.pdf](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](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. Select Option 4. If neither of these sources solves the problem, email learn@ou.edu.

**Logistical Information**

Course web site  http://learn.ou.edu  
Select LIS-5990-996-Academic Library Seminar.

Instructor       June Abbas, Associate Professor  
Office           Norman: 24D Bizzell Library  
Office Hours     Tuesdays, 9:00-12:00, 1:00-3:00, and by appointment  
Voice            405-325-3921  
Fax              405-325-7648  
Email            jmabbas@ou.edu
Please feel free to contact or meet with me about any questions or problems. Appointments may be scheduled by phone or through email request. Any email 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.