

School of Information Studies  
**IST 502 New Directions in Academic Libraries**  
**2008-2009**

**NOTES ON THIS SYLLABUS:** This is a draft of a developing course. Dates and assignments may change, but ample warning will be given.

**Instructor contact information and office hours:**

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I am usually at work from 7:15 AM to 3:15 PM. I have voice mail at both home and work and will respond as soon as I can. I will be sure to be available at home Tuesdays from 5-6 PM ET, and at work Thursdays from 11AM-12N ET.

**Course Description:**

Licensed electronic resources have become the cornerstone of academic research, making the management of these resources mission-critical for college and university libraries. This course will cover the whole life cycle of electronic resources, from acquiring through providing access, administering, supporting and evaluating. Specific issues will include vendor relations, negotiating contracts, access models, troubleshooting, gathering and using statistics, collection development, linking technologies and much more. We will also touch briefly on information commons and institutional archives. At the end of the course, students should have a grasp of the issues they would face as an electronic resources librarian along with some practical working knowledge to get them started in this exciting and fast-paced field.

**Pre- and/or Co-requisites:** None

Learning objectives/learning outcomes

- a. Learning Objective: What will you teach them? The basic issues of electronic resources management.
- b. Learning Outcome: What will they be able to do? Take a job as an electronic resources librarian with enough of a grasp of these issues and enough practical knowledge to get started.

**Texts (required and recommended), readings and supplies:**

Required: Access to SU's electronic resources: In lieu of a textbook, each week, each

student will locate and read 2 academic articles on the current week's topic. Articles should be no more than 3 years old. Students will then write up a 1-2 paragraph summary of each article, being sure to include the author's thesis, the author's conclusion and their own reactions to the article. The summaries should be turned in by 5 PM ET each Friday (adjustments will be made for holidays and breaks). The instructor will select 1-2 articles from those submitted weekly by students for the whole class to read and discuss.

Recommended but not required: *Selecting and Managing Electronic Resources: A How-To-Do-It Manual for Librarians*. Vicki L. Gregory. Neal-Shuman, 2006.

### **Assignments and weights**

#### **Assignments:**

A. The term project for this course will be to develop your own electronic resources collection development policy. This assignment will build on lessons learned through the course of the semester, both in class and from the students' own work outside class. Students will work on the project as teams of three, or as practical depending on the total number enrolled.

B. I will post a lecture and/or discussion starter every Monday. If I have it ready before Monday, I may post it sooner, but students will have content to read and upon which to comment by Monday at the latest every week we have class.

C. As noted previously, each student will be expected to contribute 2 articles on specific topics each week, as well as reading the 2 articles selected by the instructor from the previous week. Discussion of these is part of the participation grade.

D. There will be 7 topic-based assignments, roughly every other week. These will involve some outside work and a short report or paper, as outlined in the individual assignments. The purpose of these assignments is to give you some contact and experience with real-world situations and to get you thinking about how you would handle them.

#### **Weights:**

**35%** of your grade will be based on your 7 **topic-based assignments**. Each assignment will be worth 5% of the final grade.

**24%** of your grade will be based on the submission of **two articles** weekly for 11 weeks, plus one term project update. That's 2% per assignment, with the same amount given to each member of the team for the term project portion.

**21%** of your grade will be based on your active engagement in online discussion of the weekly lectures, readings and discussion starters. That's 14 weeks of discussion, each worth 1.5% of your final grade. It may not seem like much, but it adds up. This is where I expect a large portion of your learning to occur, so I cannot urge you strongly enough to keep up the meaningful **participation**.

**20%** of your grade will be based on the **collection development term project**. This is a team project, so every member of the team will receive the same grade for the project. Don't let your teammates down.

### **Instructor expectations**

- c. Attendance: Each student needs to "attend" the virtual online classroom space regularly, several times a week.
- d. Participation: Very important. I expect the largest share of teaching and learning to go on in the lecture/discussion/interaction portion of the course, so this will count for a major part of the grade.
- e. Late assignments: If a student knows ahead of time that there is a problem which will cause an assignment to be late, s/he may contact the instructor and make arrangements in advance. Decisions to accept late work will be on a case-by-case basis with no guarantee of acceptance if arrangements for a reasonable excuse made in advance.
- f. Grading scale
- g. Group projects: Group projects will receive one grade for all, so it will be up to the group to make sure each peer does his or her part. It is simply not possible for the instructor to pick apart who is responsible for what portion or share of a group project.

### **Required and recommended statements**

#### **Academic Integrity:**

The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards and keep appropriate records of violations.

The Academic Integrity statement can be found at:

[http://supolicies.syr.edu/ethics/acad\\_integrity.htm](http://supolicies.syr.edu/ethics/acad_integrity.htm)

### **Students with Disabilities:**

In compliance with section 504 of the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that "no otherwise qualified individual with a disability...shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity..." If you feel that you are a student who may need academic accommodations due to a disability, you should immediately register with the Office of Disability Services (ODS) at 804 University Avenue, Room 308 3rd Floor, 315.443.4498 or 315.443.1371 (TTD only). ODS is the Syracuse University office that authorizes special accommodations for students with disabilities.

### **iSchool's Learning Management System (LMS):**

The iSchool's learning management course tool is Blackboard Learning System CE (used to be called WebCT6). This learning management course tool (LMS) is used to facilitate distance learning and enhance main campus courses at the iSchool. It is a flexible, integrated environment where students can integrate course experiences into the real world communities of work and play. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities.

Note: The iSchool uses its own version of Blackboard. We are not affiliated with the SU campus-wide Blackboard Enterprise System.

Here is the direct URL to bookmark your access to the iSchool's learning management system (LMS): [is http://ischool.syr.edu/learn](http://ischool.syr.edu/learn). Questions regarding **the LMS** should be directed to [ilms@syr.edu](mailto:ilms@syr.edu) or Peggy Brown at 315-443-9370.

### **Ownership of Student Work**

In compliance with the federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, ***provided that the course syllabus makes clear that such use may occur***. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student.

After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s)' written permission will be secured.

As a generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the Library, University Archives, or academic departments for public reference.

The Ownership of Student Work statement can be found at

[http://undergraduatestudies.syr.edu/vc\\_faculty\\_letter2007.pdf](http://undergraduatestudies.syr.edu/vc_faculty_letter2007.pdf)

### **Course calendar with due dates**

This schedule is not yet fixed, and may well change before class begins.

#### **January 12-18**

**Define** four types of Resources:

Databases

E-Journals

E-Books

Services (Linking Technologies and Federated Search)

January 14: *Assignment One (Defining Resources)* due by 5 PM ET

January 16: Two articles on the subject of Info/Learning Commons (ahead of the discussion week)

January 17-22: Plan to visit (in person or virtually, as feasible) an Info/Learning Commons site

#### **January 19: MLK Day Holiday**

#### **January 20-25**

##### **Information/Learning Commons**

January 23: *Assignment Two (Information/Learning Commons)* due by 5 PM ET

January 23: Two articles on the subject of Acquiring Electronic Resources

#### **January 26-February 8**

##### **Acquire:**

Assessing needs; curriculum fit (Collection Development decisions)

Budget (Most for your money; price per search, comparison shopping)

Price (Compare, Negotiate, Wheel and deal, Vendors, consortial agents)

License (Acceptable? Negotiable?)

Trials (When, who gets to see them)

Evaluations (Features, Functionality)

Order

Pay

January 30: Two articles on a different subject within the general topic of Acquiring E-Resources

February 6: Two articles on the subject of Providing Access to Electronic Resources

February 8: *Assignment Three (Webinar and Feature Report)* due by 5 PM ET

#### **February 9-February 22**

##### **Provide Access:**

IP Address vs. ID/Password/User Registration

Proxy Support

Catalog

Portals/Access Lists  
Authentication  
URL Maintenance  
Relations with institutional information infrastructure and ITS

February 13: Two articles on a different subject within the general topic of Providing Access to E-Res

February 18: *Assignment Four (Portal and ITS)* due by 5 PM ET

February 20: Two articles on the subject of Administering Electronic Resources

### **February 23-March 6**

#### **Administer:**

- ID/Passwords (Where needed)
- Admin modules (id/passwords, URLs)
- Preferences (settings)
- Holdings Lists and ERAMS (E-Resource Access and Management Service)
- Access Restrictions (Users, locations, SUs, software)
- Claiming (Understanding the relationship between publishers, vendors and libraries)
- Rights for Use

February 27: Two articles on a different subject within the general topic of Administering E-Res

March 4: *Assignment Five (Licenses)* due by 5 PM ET

March 6: Two articles on the subject of Providing Support to E-Res OR Progress Report/Draft of Collection Development Term Project

### **March 7-15 BREAK**

### **March 16-29**

#### **Provide Support:**

- Troubleshooting/Triage
- Contact Info
- Software Needs
- Hardware Needs
- Problem Logs

March 20: Whichever of the above you did not turn in before Spring Break

March 25: *Assignment Six (Troubleshooting)* due by 5 PM ET

March 27: Two articles on the subject of Evaluating/Monitoring Electronic Resources

### **March 30-April 12**

#### **Evaluate/Monitor:**

- Review problems
- Downtime analysis
- Usage Stats; price per use

User feedback

April 3: Two articles on a different subject within the general topic of Evaluating/Monitoring E-Res

April 8: *Assignment Seven (Trials / Evaluation)* due by 5 PM ET

April 10: Two articles on the subject of Institutional Archives, ahead of the discussion week

**April 13-19**

**Institutional Archives**

April 17: Request for discussion of subjects of interest not yet covered in curriculum

**April 20-26**

**Collection Development policies**

April 20: This week will be dedicated to working on the Collection Development Term Project

April 28: *Collection Development Term Project* due by 5 PM ET

**April 29-May 3**

**Exam Period**