The Library: Collections, Services, & Instruction
Spring 2014
Friday, 9:00 to 11:50

Steve Stratton, AVP Broome Library
Office: 1586 Broome Library
Office Hours: Mondays 10:00am-11:00am
Telephone: 805-437-8913
Cell: 805-889-0455
Email: stephen.stratton@myci.csuci.edu

Jared Barton, Business & Economics
Office: 2137 Sage Hall
Office Hours: Tuesdays & Thursdays 3:00-4:30pm
Telephone: 805-437-1640
Email: jared.barton@csuci.edu

Course Description and Student Learning Objectives
Libraries are widespread and highly familiar institutions. This course will introduce you to issues facing libraries from many different perspectives including business, economics, library science, and education. Field trips to local libraries, lectures, discussions, and guest speakers will enable you to: (a) examine the complex interdisciplinary issues facing modern libraries; (b) examine the roles and contributions of libraries to the local and global community; and (c) examine the changing public perception of libraries in contemporary society.

Upon completion of this course, you will be able to:
• Reflect in written and oral forms on the history, mission, and roles of libraries.
• Describe the roles of business, economics and education within libraries.
• Analyze the interactions of business, economics and education in libraries. This analysis will include the ways that these disciplines complement and conflict with one another.
• Describe the functions and basic organizational structures of libraries.
• Evaluate critically library collections and services.
• Compare and contrast the roles of public, school, academic, and special libraries.
• Analyze ethical issues in managing libraries.
• Synthesize knowledge and information by developing and presenting a proposal for a new library program, service, or collection.

Prerequisites
There are no prerequisites for this course. The course is a Category D & UDIGE general education course.

Textbooks and other Materials
There is no textbook for this course, but there are a number of required readings. All required readings for this course are on e-reserve via CI Learn. Readings are subject to change, therefore we recommend not reading more than two weeks in advance. Please print out or download readings and bring them to class meetings.

Assignments & Grading Policy:
Class Participation 10% Final Project 30%
Library Reflections 15% Final Project Presentation 5%
2 Library Analysis Papers 40%

+/- grades will be used, e.g., 87-89% are B+, while 80-82% are B-.

Submission Schedule
All assignments must be submitted on their due date. Assignments must be typewritten and double-spaced.

Grading Emphasis
Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 20% on mechanics (grammar, syntax, format, uniformity of
citation, etc.). All citations will use the American Psychological Association (APA) format. Cite properly, plagiarism in any form will result in no credit for the assignment. We notify the Vice President for Academic Affairs of all repeat plagiarizers.

Incompletes and Late Withdrawal
We only allow incomplete grades under extraordinary circumstances. Not doing well in the course does not constitute an extraordinary circumstance. To avoid earning a failing grade, please withdraw from the class within the timeframe described in the University catalog.

Assignment Descriptions

Class Participation
Participants are expected to attend each session, be prepared and participate actively. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. For successful participation, students must read assigned materials by the date indicated in the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, and guided discussion of readings. The degree of your engagement in these processes forms the basis for points assigned.

Library Reflections
A reflection journal entry is required each week. Each journal entry shall be based on class discussions, library observations, and readings. Your journal must be completed on CI Learn before the start of the next class each week. Your journal must address the following questions:
1. How did this week’s class readings, discussions and/or library visits confirm and change your understanding of libraries?
2. How does this new learning relate to you and your major?
3. Did anything in particular spark your interest? Is this an area you might want to learn more about? How might this week’s learning be incorporated into your final project?
Reflections lacking depth of thought or analysis will not be granted credit. For example, a description of visit will not be sufficient to earn credit. Your reflections should be in the form of short essays. This means that they should be composed of thoughtful paragraphs constructed from complete sentences. Reflections that contain excessive grammatical and spelling errors will not receive credit. Late journal entries will not be accepted, and receive no credit.

Library Analysis Papers
You will write two library analysis papers, each between 4-6 double-spaced pages (not including a title page or references). You must remember to cite resources used in writing according to the APA format. Each paper will require you to analyze one library that we visited in class and one library that you visited outside of class. You will need to visit two libraries on your own; one for each of the library analysis papers. You will submit both papers in Blackboard by 11:59pm on the due date. Papers late by one week will be marked down one letter grade; papers late more than one week receive no credit.

The first paper is due 03/07/2014, and will focus on library collections and TWO additional issues/areas covered in class (history, mission, preservation, and public record). The paper will be assessed for (i) the identification of the collections, (ii) the identification of similarities and differences between the two libraries’ collections, (iii) the integration of concepts discussed in class and the assigned readings to provide a context and explanations for why collections relate to theories covered in class, and (iv) at least two collections that you would change for each library and why.

The second paper is due 04/25/2014, and will focus on library services and TWO additional issues/areas covered in class (history and mission, access, library as place, budget, literacy and education, organization, management and human resources). The paper will be assessed for (i) the identification of the services, (ii) the identification of similarities and differences for services between the two libraries examined, (iii) the integration of concepts discussed in class and the assigned readings to provide a context and explanations for why services relate to theories covered in class, and (iv) at least two services that you would change for each library and why.
Final Project
You will complete a final project in teams of 2 to 3 students and turn it in by 5/9 (the last day of class!). The project will ask you to take a library topic or issue discussed in class, and
1. Educate people about it;
2. Transform it or solve it;
3. Provide an implementation plan for your transformation or solution;
4. Market your transformation or solution;
5. Develop a means to assess your implementation and user feedback generated from the transformation or solution.

The project will be assessed on these 5 areas. The finished project will be somewhere between 20-25 pages double-spaced with 3-5 pages devoted to each of the five areas. Your team must turn in a single paper with one unified voice (select an editor in your group; three pieces pasted together is not a unified voice!). Each paper must have an annotated bibliography with at least 10 academic sources cited. The annotation for each source will be about 100 words and (a) detail the main idea, (b) relate the material to your topic or issue (say why the source is pertinent to the paper), and (c) evaluate the material (what is the value of the citation?).

Your group needs to submit a Final Project Proposal (approximately 250 words) on 03/21/2014. All proposals and projects will be submitted to Blackboard before 11:59pm on the due date.

Final Project Presentation
For your final, you will do a 15-20 minute group presentation of your project. The presentation must include all group members and incorporate visual aids to illustrate points. The presentation will be assessed for the group’s overall delivery of content as well as its ability to effectively summarize information, choose items of interest to the audience, appropriately utilize visual aids, and field questions from the audience.

Academic Honesty: We rather enjoy heist movies, but hate plagiarism. Do it once, take a zero on the assignment. Do it twice, and fail the class as follows:

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Disability Statement: Students with disabilities needing accommodation should make requests to Disability Resource Programs located in the Educational Access Center, Bell Tower 1541, 805-437-3331. All requests for accommodations require appropriate advance notice to avoid a delay in services.
Course Schedule
This is a tentative course schedule and is subject to change. As you will see in the weekly schedule below, the class will make field trips to libraries in the region. You will not be able to attend the field trips unless you have given the instructors a completed and signed “Waiver of Liability” form. Library address information will be posted on CI Learn.

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Topic/Issue</th>
<th>Location</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1 (1/24)</td>
<td>What is a Library?</td>
<td>CI</td>
<td>Complete Waiver of Liability</td>
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<td>2 (1/31)</td>
<td>History and Mission</td>
<td>CI</td>
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<td>3 (2/7)</td>
<td>Collections and Resources</td>
<td>Amgen Libraries</td>
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<td>4 (2/14)</td>
<td>Collections and Resources</td>
<td>Ronald Reagan Library</td>
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<td>5 (2/21)</td>
<td>Preservation and Public Record</td>
<td>Western Foundation of Vertebrate Zoology</td>
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<td>6 (2/28)</td>
<td>Services</td>
<td>CI</td>
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<td>7 (3/7)</td>
<td>No Class, Project Meetings</td>
<td>SS in Istanbul; JB in Charleston</td>
<td>Library Analysis Paper I</td>
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<td>8 (3/14)</td>
<td>Access and Library as Place</td>
<td>Los Angeles Public Library</td>
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<tr>
<td>9 (3/21)</td>
<td>Access and Library as Place</td>
<td>CI</td>
<td>Final Project Proposal</td>
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<td>3/28</td>
<td>SPRING BREAK – GO WORK ON YOUR PROJECTS AND CATCH SOME RAYS</td>
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<td>10 (4/4)</td>
<td>Education and Literacy</td>
<td>CI</td>
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<td>11 (4/11)</td>
<td>Budgets</td>
<td>USC Leavey Library</td>
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<td>USC Doheny Library</td>
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<td>12 (4/18)</td>
<td>Organization, Management &amp; Human Resources</td>
<td>Camarillo Public Library (LSSI)</td>
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<td>14 (5/2)</td>
<td>Enduring Issues in Libraries</td>
<td>CI</td>
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<tr>
<td>15 (5/9)</td>
<td>Enduring Issues in Libraries</td>
<td>CI</td>
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<td>Final (5/16)</td>
<td>Project Presentations</td>
<td>CI – 10:30am – 12:00pm</td>
<td>Final Project</td>
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