



School of Library & Information Science

Course Information:

LIS 7401: Academic Libraries

Semester: Fall 2021

Credits: 3

Instructor: Monique Breaux, MLIS

Email: mbreaux@lsu.edu

Office Hours: By appointment only; via Zoom

Course Description: Study of libraries in higher education; their development, organization, financing, and administration; human resources; collections; services; and futures.

Course Logistics: For organizational purposes this class will "meet" on Wednesdays. This means that new content will post on **Wednesday**, so our weeks will run from **Wednesday to the following Tuesday**.

Learning Outcomes & Objectives: When you complete this course, you will be able to:

- Demonstrate an understanding of the history, organization, governance, and services in libraries at post-secondary institutions.
- Utilize current instructional technologies to develop online information resources in academic libraries.
- Apply appropriate ethical codes used by information professionals.
- Identify and analyze current ethical issues facing academic librarians.
- Apply critical principles and standards to evaluate collection development policies in academic libraries.
- Utilize a content management and information sharing system (LibGuides) to create online information resources.

Required Textbook:

- *Academic Librarianship Today*, Edited by Todd Gilman
 - ISBN-13: 978-1442278752
 - ISBN-10: 1442278757

Recommended/Optional Textbook:

- *Publication Manual of the American Psychological Association, Seventh Edition (2020)*
 - ISBN-13: 978-1-4338-3216-1
 - [Purdue OWL](#) has a comprehensive overview of this material as well.

Grade Distribution

Weekly Discussions	15%
Pathfinder/Libguide	25%
Information Ethics Case Study	30%
Collection Policy Critique	30%

Grading Scale

97%–100% = A+
93%–96% = A
90%–92% = A-
87%–89% = B+
83%–86% = B
80%–82% = B-
77%–79% = C+

73%–76% = C
70%–72% = C-
67%–69% = D+
63%–66% = D
60%–62% = D-
0%–59% = F

The average grade in the course is a “B” which indicates that the student has met the expectations and requirements for the assignment and the course. A grade of “A” or better, indicates that the student has exceeded the requirements and demonstrated a superior understanding and execution of the principles and concepts involved.

Note simply completing assignments and submitting them on time does not guarantee a grade of A or better.

MLIS students and students in the School Librarianship Certificate must earn at least a 'B' in this course, if not students must retake the course. Note that a 'B-' is not a 'B'.

Course Schedule

Week	Topic	Due
1	Introduction	Discussion 1
2	HURRICANE IDA CLOSURE	
3	Role & Culture of Academic Libraries/ Organizational Culture & Funding	Discussions 2 & 3
4	Faculty Research and Data Curation	Discussion 4
5	Library Services	Discussion 5
6	Information Literacy Instruction	Discussion 6
7	Instruction Workshop	LibGuide due -Assignment 1
8	Exploring Difference in Academic Libraries	Discussion 8
9	On Assessment and Library Marketing	Discussion 9
10	Information Ethics	Discussion 10
11	Information Ethics (Case Study Workshop)	Midterm due - Case Study
12	Collection Development & Technical Services	Discussion 12
13	Collection Development Workshop	Discussion 13
14	Thanksgiving Break	
15	Wrap Up	Discussion 15
Finals Week	Collection Policy Critique	Final exam due - Collection Policy Critique

Late Assignments

Forum posts must be submitted on time and will not be graded after the due date. For all other assignments, email me in advance (before the due date) if you run into issues and are unable to submit work on time.

With advance notice late assignments will be accepted up to three days past the deadline. Submission of Assignments: Assignments should be submitted via Moodle drop box on the respective due date by 11:55 p.m.

There are no opportunities to earn extra credit in the course.

Here is a useful [Time Zone Converter](#) if needed.

Course Policies: Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums and other weekly activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus. Timely communication is an e-learning best practice.

Check your LSU email and the Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor. Contact the instructor in advance if you are experiencing major life events that will impede your progress.

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct.

Academic misconduct includes but is not limited to: cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments.

Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For graduate students, suspension is the appropriate outcome for the first offense. To read more, please visit the [LSU Code of Student Conduct](#) page.

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, you will use American Psychological Association (APA) citation style. The citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also can generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability](#) page.

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the LSU Disability Services page, and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Assignments & Participation

Class Participation: Discussions 20%

Students will contribute to discussion forums/activities, which are meant to help you better understand what you have read by asking you to think deeper about a few important points. I do expect you to put thought into your answers and demonstrate that you have read the assigned material. However, I do not expect you to be "right," and I certainly don't expect lengthy essays.

Original posts should comprise 400 words minimum; you should write one substantive peer responses for each forum of at least 200 words. To help with the word count, I highly recommend citing your readings, or outside authoritative articles found from the many databases available to you through the LSU Libraries. You must include in-line citations, in addition to an overall list of References at the end of your original post, and your reply (if applicable).

Your original response to questions is worth 0-4 points. Responses to peer posts are worth 1 point; posts which say nothing more than some variation of "I agree" earn 0 points. A post must add something original to the discussion to earn 1 point. The maximum number of points that can be earned weekly for discussion posts, and replies, is 5 points total. **Due: Ongoing**

Assignment 1: Pathfinder/Libguide 25%

A pathfinder or LibGuide is a reference and information literacy tool that is compiled by librarians for the purpose of assisting students and library patrons with finding appropriate, high quality materials and resources for research. In school and academic libraries in particular, the pathfinder is often used as a research aide to help students embark upon a research question, topic, or problem. Teachers and faculty members often collaborate with librarians to create effective pathfinders for students.

Your Libguide must be user-friendly, appealing to your chosen target audience. In this project, I want you to think in terms of the library users you are seeking to provide this pathfinder, be they students (undergraduate, freshman, geology majors, graduate), faculty etc. As you design your pathfinder, you should be able to answer in the affirmative: Would this person/group use this pathfinder? Why? Keep in mind that the content and focus of your pathfinder's topic must be appropriate for your chosen audience. This means that you must give careful consideration for every resource you list/provide for your pathfinder/Libguide. Additional resources will be provided. **Due: October 12, 2021, at 11:59PM**

Midterm: Information Ethics Case Study 30%

Students will complete a case study related to information ethics with an emphasis on professionalism or privacy. The completed case study must include: one LIS related code of ethics, at least four sources that help you both situate the case study and supports your analysis (these might consist of newspaper articles and scholarly articles/manuscripts), and a bibliography. The instructor will provide several case studies for your selection.

Due: November 9, 2021, at 11:59PM

Final Exam: Collection Policy Critique 25%

You should locate three-four collection policies, for North American academic libraries (this includes community and junior colleges, law, and health science/medical school libraries) and analyze them. These policies should be comparable (i.e., relating to the same type of library or collection) but in different locales. **You should NOT select a library where you are currently employed or interned.** At least two of the collections should be at a parallel level (i.e., system-level or collection-level or branch-level (e.g., engineering library). You can either compare them or you can focus your analysis on one of the policies but should make observations based on the other policies and course readings.

Your first brief paragraph should explain why you selected the particular policies. It might be helpful to focus your essay on the question of how applicable these policies are for another specific library. You should integrate at least four unique citations, in addition to Gregory, to

situate analysis. The final product should be a maximum of 6 pages, single spaced, and in APA formatting. **Due: December 8, 2021, at 11:59 PM**

If you have been adversely affected by Hurricane Ida that will inhibit class participation, please contact your instructor immediately so appropriate accommodations can be made.

While the syllabus provides the framework for this course, I reserve the right as the instructor to replace items as I see it, if needed. All students will be alerted if readings should differ from what is planned.