



**THE CATHOLIC UNIVERSITY OF AMERICA  
SCHOOL OF ARTS & SCIENCES  
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

CLSC 887 Institute on Federal Library Resources  
Summer 2016  
*Graduate Syllabus*

---

**Credit Hours: 3**

**Prerequisites / Department consent:** None

**Classroom**

**Days and hours of class meetings and labs or discussion sections:** July 24-30, 2016

**Instructor contact information**

Blane K. Dessy, Director  
National Enterprises  
Library of Congress  
Office: 202-707-3032  
Cell: 703-472-6534  
bdessy@gmail.com  
Office Hours: By Appointment

Mark Brzozowski  
Institute Co-Director  
Cell: 239-216-2750  
[brzozowski@cua.edu](mailto:brzozowski@cua.edu)

**Course Description**

This six-day intensive course examines federal library programs and operations in detail through presentations by library leaders and others prominent in federal library activities. With preparation through assigned readings, online study, and group discussions, participants make on-site visits to major federal libraries across the entire range of government service and are introduced to careers in federal libraries. In addition to federal resources, topics examined may include Federal government support to non-Federal libraries, libraries in Intelligence Agencies, and library advocacy.

This summer there will be an opportunity to work with the FEDLINK Research and Metrics Working Group on an update to the FEDLINK Research Agenda (URL below). The FEDLINK Research Agenda is being revised to focus on six core research issues:

Library Staff  
Collections and Space  
Customer Engagement  
Demonstrating the Library's Value  
Increasing the Visibility of Increasing an Agency's Research and Measuring Its Value  
Data Services

### **Instructional Methods**

1. On-site visits
2. Selected readings
3. Exploration of agency Web sites and materials provided by presenters
4. Online discussions via Blackboard
5. Final paper

Students seeking credit are required to attend all sessions, complete any readings, participate in the online discussions, and submit a final 3-page paper. During the week students will review agency furnished information and websites, ask questions of the presenters, and determine how the various libraries use, acquire, and create library research in the areas above. Students should also review the initial [FEDLINK Research Agenda](#). The research issues will form the background for questions, observations, and the final 3 page paper.

### **Libraries**

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

### **Course Goals**

1. Understand the overall organizational structure of the Federal government and its libraries and information centers.
2. Understand the Federal government role in both operating and assisting libraries and information centers in the United States and abroad.
3. Understand the various roles that libraries and information centers play in the Federal government range of functions.
4. Understand different types of government information and their uses/restrictions.
5. Understand current operations and future challenges for government libraries and information centers.
6. Understand federal agencies that have an impact on Federal libraries and information centers—OMB, OPM, GAO, etc.

### **Goals for Student Learning**

At the conclusion of the Institute, participants will:

1. Demonstrate the knowledge gained from study of the services, resources, and publications of participating organizations.

2. Be aware of the range of information services within the Federal government, information policies, funding, missions, etc.
3. Articulate an understanding of the best practices, research issues, and other major issues facing Federal libraries and information centers today and in the future.
4. Demonstrate communication skills through participation in online and in-class discussion.

### **Professional Standards Addressed**

Most professional associations such as ALAA, SLA, MLA, AALL, etc., have established statement of professional competencies. In addition, FEDLINK has established [competencies](#) for Federal librarians. Please familiarize yourself with the competencies that are of most interest to you.

### **Course Requirements**

Assignments/Projects (specify requirements and format)

### **Expectations and policies**

**Academic Integrity:** Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

*“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

At times, I may ask you to do group work for an in-class presentation or group project. For that *specific* assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support ([dss.cua.edu](http://dss.cua.edu)) to coordinate reasonable accommodations for students with documented disabilities.

**Other Policies or Expectations:** Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

### **Academic Support Services**

The university's primary academic support resources are located on the 2<sup>nd</sup> floor of the Pryzbyla Center. These affiliated offices and services include:

**The Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more.  
**Phone:** (202) 319-5655 **Email:** [cuacademicsuccess@cu.edu](mailto:cuacademicsuccess@cu.edu) **Web:** [success.cu.edu](http://success.cu.edu)

**The Writing Center** provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (<http://english.cu.edu/wc/>). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours).  
**Phone:** (202) 319-4286 **Email:** [cuawritingcenter@cu.edu](mailto:cuawritingcenter@cu.edu) **Web:** [english.cu.edu/wc/](http://english.cu.edu/wc/)

**The Math Center** is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center in Pryz 204 Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free.  
**Phone:** (202) 319-5655 **Email:** [cuacademicsuccess@cu.edu](mailto:cuacademicsuccess@cu.edu)

**Disability Support Services** provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.  
**Phone:** (202) 319-5211 **Email:** [cuadisabilityservices@cu.edu](mailto:cuadisabilityservices@cu.edu) **Web:** [dss.cu.edu](http://dss.cu.edu)

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone.  
**Phone:** (202) 319-5765. **Web:** [counseling.cu.edu](http://counseling.cu.edu)

### **Assessment**

Written assignments and presentations are posted on the course Blackboard. Assignment work must be submitted electronically by the stated time. Students seeking credit must submit all assignments, including the final 3-page paper and participate in all site-visits.

Participation in site-visits/agency presentations: 60%  
Assignments related to site-visits/agency presentations: 20%  
Final 3-page paper: 20%

Final letter grades will be assigned as follows:

A: 94 - 100%	A-: 90 – 93.99%	
B+: 86 – 89.99%	B: 82 – 85.99%	B-: 78 – 81.99%
C: 70 – 77.99%	F: Below 70%	

### **University grades:**

The University grading system for graduate students is available at <http://policies.cua.edu/academicgrad//gradesfull.cfm#iii>.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>.

### **Course Schedule**

July 24 (1:00 – 5:00 PM): Orientation to Class and Introduction to Federal Information Services (Columbus School of Law Building, Room 220)

July 25 (am): Library of Congress (Metro Accessible) Legislative Branch

July 25 (pm): Supreme Court Law Library Judicial Branch

July 26 (am): Darnall Medical Library, Walter Reed National Military Medical Center (Metro Accessible) Executive Branch

July 26 (pm): National Institutes of Health Library Executive Branch

July 27 (am): Smithsonian Institution Trust Instrumentality of the United States

July 27 (pm): Institute for Museum and Library Services Executive Branch

July 28 (am): Department of Justice (Metro Accessible) Executive Branch

July 28 (pm): Patrick Henry Library Information Commons / An Overview of Intelligence Agency Libraries and Issues Executive Branch

July 29 (am): Federal Reserve Board of Washington, DC Executive Branch

July 29 (pm): Department of State (Metro Accessible) Executive Branch

July 30 (9:00 am – 1:00 pm): Recap of Week, Student Paper Presentations (Columbus School of Law Building, Room 220)

### **Disclaimer**

This syllabus should not be construed as a contract between the student and instructors. The

syllabus may be changed at any time by the instructors as needed in order to meet the instructional goals and needs of the class, including changes in grading policy that is described above.