LSC#818 The Special Library/Information Center
Instructor: Bruce Rosenstein
Summer Semester 2009
June 3 -June 29, 2009

Credit Hours: 3

Classroom: For classes held on campus: Marist 213 (June 3), Marist 109 (June 8, 10, June 22, June 24), Hannan 132 (June 29)

Days and hours of class meetings and labs or discussion sections
Mondays and Wednesdays 6:00-10:00 PM (see schedule below for on-campus dates and dates for student attendance at SLA 100th annual conference).

Instructor contact information: (same information for co-teachers or TAs)
Bruce Rosenstein
E-mail rosensteinbruce@gmail.com
Office Hours: Please contact the instructor at the above e-mail to schedule appointments.

Course Description (from Cardinal Station http://cardinalstation.cua.edu)
Survey of management, organization, and services within special libraries and information centers. Emphasizes ongoing changes within the profession and the organizational environment. Includes a customer service focus, knowledge management, and the move to virtual libraries/information centers.

Instructional Methods: Lecture, discussions, readings, guest lectures, group meeting, attendance at SLA 100th annual conference, student presentations

Required Text: None

Recommended Text: None

Reading materials: see bibliography below; all readings will be on e-reserve through the Blackboard site for this course.

Other materials: None

Course Goals

The goals of the course are to develop a deep understanding of the operation and management of special libraries/information centers. Students will also learn to identify and learn from the threats and opportunities facing special libraries and special librarians.
It will emphasize as much as possible "real world" aspects of the profession by meeting with and interviewing various librarians, in and out of class. The class will emphasize how to set and achieve high standards and goals, both individually and library-wide.

Class members should get student membership or, if you are already in the profession, a regular membership in the Special Libraries Association/SLA, in order to fulfill the requirements of this course. The major assignment will require your attendance for at least 16 hours of your choosing at the SLA 100th Annual Conference in Washington, D.C., June 14-17. You will also have to pay your own conference fee. For list of fees, please see the SLA website, at www.sla.org

**Goals for Student Learning**

At the conclusion of the course, the student will demonstrate an ability to recognize and deal with the ongoing changes within the profession and the world of organizations. Students will be encouraged to develop strong professional and interpersonal skills and the ability to recognize issues affecting their careers and organizations. They will also demonstrate a familiarity with leadership opportunities within the profession, and within SLA itself.

**Professional Standards Addressed: N/A**

**Course Requirements**

Assignments/Projects:

**Site Visit Interview Project.** Due at the beginning of class Monday June 22

Each student will choose a local special library to visit and to conduct an interview with someone who is knowledgeable about the entire library's operation. The library should not be one where you have worked in the past or now work in, or where you have a personal relationship.

Your report should be 6-8 double-spaced pages. Details about the format will be given in class.

Your research should encompass such topics as fee-based services, marketing/public relations, reference, library web sites, intranets, blogs, wikis, content management systems and training (for library staff and others). Have they moved recently, or are they planning a move? How do they add value to their organization? Does the library have a mission statement?

Not every library will be involved in each of these activities, but you should ask to find out which of these activities are relevant for the library. Each student will make a brief presentation (mandatory, but ungraded) in class on June 22, without PowerPoints or other visual aids. Additional details will be given in class and will be posted on the course's Blackboard site.

**SLA Conference project:** Due at the beginning of class Monday, June 29.

This is a 10-12 page paper based on what you learned at the SLA 2009 Annual Conference. In many ways, the course is built around the conference and the people you meet, and information you learn there. We will discuss in the first three class sessions how to get the most out of your conference experience. Details about the format of this assignment will be given in class.
The paper should describe in as much detail as possible what you learned at the conference from your required 16 hours of attendance. In addition, please contact two librarians who attended the conference that you did not know previously, and conduct in-person interviews with them, for brief --1-2 pages each -- profiles. Each student will make a brief presentation (mandatory, but ungraded) in class on June 29, without PowerPoints or other visual aids. Additional details will be given in class and will be posted on the course's Blackboard site.

9:15-10:00 time period seminar discussions:

During the last 45 minutes of most of the classes held on campus, students will lead class discussions on topics suggested by the instructor from each day's assigned readings. Participation in these seminar discussions will count towards the 20% portion of your “experiential/class participation” grade.

Examinations: None

Expectations and policies

**Academic honesty:** Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm)): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. 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.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm) and [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm).

**Other Policies or Expectations**

You are expected to attend each class. If you cannot attend a session, please notify the instructor ahead of time by telephone or e-mail. There will be a penalty for lateness for any assignments. Both assignments are to be handed in using hard copy only. Students will be expected to turn off cell phones during class.

**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 Services (at 202 319-5211, room 207....)
Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

Assessment

SLA Conference project: 50 percent of your grade.
Site Visit Interview: 30 percent.
Experiential/Class participation: 20 percent.
There will be no exams, or quizzes.

University grades

The University grading system is available at http://policies.cua.edu/academicundergrad//gradesfull.cfm#I for undergraduates and http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Course Schedule

Wednesday June 3, 2009:
Special guest lecture on the future of special libraries, and the importance of membership in SLA, by James King, National Institutes of Health Library and President-Elect of DC/SLA.

Introduction and Overview, discussion of assignments, preparation for getting the most out of the SLA 100th Annual Conference, Screening of Bruce Rosenstein's 20 minute DVD interview of Peter Drucker, "The Ultimate Knowledge Worker."

Monday June 8, 2009:
Library Careers and Non-Traditional Careers, Library Change and Evolution, Reinventing Special Libraries, Continued Preparation for SLA 100th annual conference.

Wednesday June 10, 2009:
Special guest lecture on budgeting by Kimberly Ferguson, United States Senate Library.

Best Practices, Leadership, Management, Budgeting/Planning.

June 14-17, 2009:
Class will attend SLA 100th annual conference at the Walter E. Washington Convention Center, in Washington, D.C. (We will meet at least once as a group, on Monday June 15th, from 5:00-6:30 PM, with a specially invited group of special librarians from the United States, Canada and possibly elsewhere.) Students must be at the conference for at least 16 hours of your choosing from the above dates.

Monday June 22, 2009:
Special guest Q&A on solo librarianship with Eileen Boswell of Community Transportation Association of America.

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Wednesday June 24, 2009:
Reference, Knowledge Management, Digital/Virtual Libraries, Web 2.0 and library technology.

Monday June 29, 2009:
Continuation of Web 2.0/library technology, SLA Conference Project presentations/papers due

Note: The names and dates of possible other guest lecturers will be announced before the first class session.

Bibliography

The following articles will be placed on e-reserves at the Blackboard site for this course. You will find these articles highly relevant not only for this class, but for comps preparation.


Rosenstein, Bruce. "Searching for News Online and on the Web: A Head to Head Comparison." *ONLINE* 25 (4) July/August 2001: 60-64.


