Credit Hours: 3  
Prerequisites: LSC 555 - Information Systems in Libraries and Information Centers

Classroom: Wednesday 7-7:30pm Caldwell Hall Room 151
Instructor contact information:
    Diane Kresh  
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    Office Hours: half hour before class or by appointment

Course Description (from Cardinal Station [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu))

This course provides students with strategies for evaluating, developing, and implementing information technologies and applications in public, academic and special libraries. Technologies covered may include traditional and non-traditional library catalogs; search engines; and social and collaborative environments. The goals of the course are to provide students with the resources and methodologies they will need to select, develop, deploy and manage and evaluate systems. This course builds on the foundations of the core courses and emphasizes organizational differences and the roles of information professionals in today’s world. Guest speakers will share their stories and expertise.

Instructional Methods: This course will use a variety of formats and activities including the following:

-- Lecture and discussions based on readings and personal research.
-- Guest speakers sharing their experience and expertise.
-- Collaborative learning through team experience and co-leading of class discussions.

Required Text: None  
Little Brown and Company

Course Goals: This course is designed to accomplish the following:

-- Develop life-long learning, literacy and critical thinking skills.
-- Cultivate students' imagination, creativity, and passion for the Library profession through innovative learning opportunities and discussions with practitioners.
-- Integrate libraries with related fields to learn (gain knowledge), understand (build comprehension), and synthesize (internalize) subject material through critical thinking and analysis, problem solving, collaboration, communication, and “technacy” (i.e., a comprehensive prowess in specific technologies as understood in the context of practical application) ([Multimedia & Internet @ Schools](http://multimedia.cua.edu), p. 21, March/April 2008; Wikipedia, accessed 1/5/2011).
-- Build collaborative, investigative presentation skills and techniques for developing project plans.
Goals for Student Learning: At the conclusion of this course, students will be able to do the following:

-- Develop a strategic vision for technology and set goals for planning and implementing core products and services to best meet dynamic user populations.
-- Weigh the pros and cons of solutions including organizational policies, buy vs. build, hosted vs. locally installed, public access vs. privacy issues.
-- Articulate how technologies are applied and projects developed by public, academic, special, and school media libraries.
-- Examine a core trend (economic, social, political) affecting libraries today and examine the impact technological development has had on it.

Course Requirements and Grading: Class discussions and news briefs, team projects, research paper. No exams.

1. Readings and participation (30 pts)
   Participation in class as it relates to topics discussed is important and will be emphasized. Students will be expected to share concepts from weekly assigned readings and/or personal research.

   1. News briefs: Each week, students will prepare two page summaries (single space) of an article in the media that affects libraries. Possible topics: e-publishing, publishing industry in general, economics and budget management, distance learning, anything GOOGLE-related, WikiLeaks, privacy and confidentiality. (10 pts)

   2. Blog briefs: Throughout the semester, students will be asked to follow five bloggers and report out each week on the themes and subjects covered. Blogs should not be limited to library profession and should include bloggers from related disciplines: world affairs, media pop culture, environmental sustainability, national politics and current events, business, leadership and management, etc. Discuss with Professor if student is having trouble finding appropriate blogs. (10 pts)

   3. Book Brief: Students will read either: Hot, Flat, and Crowded: Why We Need a Green Revolution--and How It Can Renew America (2008) by Thomas Friedman or A Whole New Mind: Why Right-Brainers Will Rule the Future (2006) by Daniel H. Pink. Both are available in paperback. Students will be expected to prepare a five-page (single space) book report on the book’s themes and relate them to librarianship and what we have been discussing throughout the semester. (10 pts)

2. Individual Student Projects (35 pts)

   What Do You Think? (30-minute co-led discussion): Students will pair up and present analyses of articles read in preparation for the class. Students will locate one article not on the syllabus. (10 pts)

   Trend Analysis (10 pages + PowerPoint Presentation): Libraries are part of the world; their relevance and effectiveness shaped by events that are political, social, and economic in nature.

   1. Select a trend affecting libraries today: e.g., suburban vs. urbanization, globalization, immigration, environmental sustainability, public/private partnerships, outsourcing, E-publishing, national security, shifting demographics, economic down turn, etc. Each paper will be supported by a literature review that must be approved by the Professor before work can proceed. Each paper will contain citations (APA Style: See Purdue University’s OWL website). Extra points given for originality. (25 pts)

3. Group experience (35 pts)

   Case analysis: Working in groups, students will new service and communications plan for the public library that has absorbed significant budget cuts using technology tools discussed during the semester. More on this later in the semester.

   Group Presentation: PowerPoint (20 pts)
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): “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 and http://policies.cua.edu/academicundergrad/integrity.cfm.

Other Policies or Expectations. This is graduate school, regular class attendance and punctuality are expected. Students will be expected to miss no more than two classes per semester. Except for emergencies, class absences must be communicated to the professor in advance. Student participation in class discussions is required. Papers and all other assignments must be turned in when they are due. Laptops are permitted; surfing the Internet, checking email, texting and catching up on Facebook is not permitted 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.

University grades: The University grading system is available at http://policies.cua.edu/academicundergrad//gradesfull.cfm#II 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: Class meets Wednesdays, 7-9:30pm

Class Schedule and Readings

Wednesday, January 12: Introductions and Expectations
Wednesday, January 19: Going Where the Users Are


Waller, V. (2009): The relationship between public libraries and GOOGLE; too much information. First Monday 14

Wednesday, January 26: The Vision Thing and Introduction to Project Management

Guest: Nancy Davenport, Deputy Director for Public Service, DCPL


Wednesday, February 2. Innovation and Technology.


Maxfield, D. (2007). How to influence anyone: in IT, influencing those over whom you have no authority is the key to success. Computerworld 41 (42): p.50


Wednesday, February 16: Leadership and Motivation


Wednesday, February 23: Traditional and Non-Traditional Catalogs
Guest Speakers: Maureen Karl and Susan Eason, (APL)


Wednesday, March 2: Who is your audience and how do you know you are reaching them?
Guest Speaker: Steve Carr (APL)

Readings: TBD

Wednesday, March 9: No Class

Wednesday, March 16. The Web and E Resources
Guest Speakers: Sally Dewey and Stacia Aho (APL)


Wednesday, March 23. Blogs and Facebook: Social Media (Flickr, Blogs, Wikis, Twitter)
Guests: Alex Zealand and Nico Piro (APL)


Social Media Metrics for Libraries:

Social Media and culture change:


7 Things You Should Know About Privacy in Web 2.0 Learning Environments (ID: ELI7064) [http://www.educause.edu/Resources/7ThingsYouShouldKnowAboutPrivacy/213085](http://www.educause.edu/Resources/7ThingsYouShouldKnowAboutPrivacy/213085) (accessed 1/5/2011)

Wednesday, March 30: Knowledge Management
Guest: Alexandra Fox, (APL)

Cross, R., Parker, A., Prusak, L. and Borgatti, S.P. (2001). Knowing what we know: supporting knowledge creation and sharing in social networks, Organizational Dynamics Vol 30, No 2, pp. 100-120.


Wednesday, April 6: Search Engines


Jackson, B. (June 2008). Search and you don't often find ... and here's the reason why. ITBusiness.ca.

**Wednesday, April 13: No Class**

**Wednesday, April 20: Leftovers -- IM, Virtual Reference et al**


**Wednesday, April 27: Final Class**

*Student Presentations and Wrap up.*

**Additional Resources**

**Websites for keeping up and challenging you to think**

Ariadne: A Web magazine for information professionals in archives, libraries and museums.
http://www.ariadne.ac.uk/

Change This: To support and spread great ideas.
http://changethis.com/

Current Cites: an annotated bibliography of selected books, articles etc. on information technology. Roy Tennant, Editor.
http://lists.webjunction.org/currentcites/

D-Lib Magazine: digital library research
http://www.dlib.org/

First Monday: Since 1996, an openly accessible, peer–reviewed journal solely devoted to the Internet.
http://firstmonday.org/

43 things
http://www.43things.com/

OCLC's NEXT Space  
http://www.oclc.org/nextspace/default.htm

Pew Internet and American Life Project  
http://www.pewinternet.org/

Search Engine Watch.  
URL: http://searchenginewatch.com  
This is a good resource for people interested in this area.

TED: Ideas Worth Spreading  
http://www.ted.com/