Syllabus

THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Introduction to Technical Services

LSC 603 - Summer 2011
Instructor: Karen Marsh King
Monday and Wednesday evenings – May 16 – June 22

Course Description

This course will offer an overview of the major functional areas of library technical services. Emphasis will be given to the issues that librarians face as they manage technical services such as standards, budgeting, cost sharing, the application of new technology in technical service operations, integrated systems, contracting, outsourcing, collection development, de-selection of traditional formats/replacement with new formats, and resource sharing.

Course Objectives

For students to:

1. Gain knowledge and understanding of the major functional areas of library technical services through readings, class discussions, and assignments.

2. Gain a basic vocabulary of concepts that relate to library technical services.

3. Develop an understanding of the issues facing librarians in technical services today.

4. Develop the skill of analyzing process flows of library operations and to be able chart a flow diagram of the technical services operations of a library.

5. Become familiar with professional sources of current information and discussion about library technical service trends and issues.

Text and Assigned Materials


Other readings will be assigned during the semester.
Basis for Grading

There are six graded components for the class that total 1000 semester points.

- Graded paper (First component) – (10%) (100 points) You may begin work on the short paper before class begins. Due May 25.

- Graded process project (Second) – (10%) (100 points)

- Self Paced Units (Third) – (30%) (300 points) (100 points for each unit) These units are due electronically.
  
  Collection Development Self Paced Unit
  Preservation – Digital Collections Self Paced Unit
  Disaster Planning Self Paced Unit

- Final project (Fourth) – Final project (20%) (200 points) Paper, Flow Charts, Presentation, and Executive summary

- Final Exam (Fifth) – (15%) (150 points)

- Graded participation (Sixth) - Determined from class participation, attendance, graded homework, out of class exercises, participation in out of class discussions and class evaluation questions over ten class meetings. The first class meeting is not included in class participation calculations. (15%) (150 points) (15 points per class period)

Grading

Grading Scale Points
A    (1000-940)
A-   (939 – 900)
B+   (899 – 860)
B    (859 – 820)
B-   (819 – 780)
C+   (779 – 740)
C    (739 – 700)
C-   (699 – 660)
D+   (659-620)
D    (619 – 580)
D-   (579 – 540)
F    (539 and below)
Overview of Graded Components

Graded Paper

The topic for the short graded paper will be discussed during the first class. Students may begin work on the interview and paper before the first class meeting. All work on the papers will be done on an individual basis. The papers should be three typed pages and double-spaced. You may begin work on the short paper before class begins. Paper due June 25.

Process Project

Projects will require students to create a description and graphic representation of a technical services process.

Self Paced Units

Students will be responsible for accomplishing self-paced units and completing assigned work. Self-paced unit details will be posted on the class web site. The units will be discussed during class and then due on the assigned dates.

Unit One: Collection Development
Unit Two: Preservation -Digital Collections
Unit Three: Disaster Planning

Final Project

The project and presentation will consist of three components:

- A paper (eight pages)
- An executive summary (one page)
- Present a overview of the project

Final Project topic will be discussed two weeks in advance of paper due date with the professor. Each student will discuss project ideas with the instructor and different concepts will be selected for each project. The student will submit a one page overview of the final project and discuss project plans with the instructor one week before the project is due.

The final project paper and presentation will include a graphical representation of the existing process and proposed process including recommended changes.

As part of the project deliverables, each student will develop an executive summary covering major concepts of the final project. The executive summary should be one page in length. A copy of the executive summary should be made and handed out to each member of the class the day the project is due.

Each student will present a brief overview of their project. The overview of the project should include a description of the library, the users the project will impact, the problem with the process, the proposed changes, the funds needed to make the change, and stakeholders that will be effected by the proposed process change.
Class Participation, Attendance, and Class Evaluation Questions

The instructor understands that adult students have very busy schedules, however, attending each class and being prepared for class discussion is very important to assure success in the class.

The grading of your class participation will be based on the following:
- Is the student prepared for class?
- Is the student willing to engage in class discussions?
- Is the student a good listener?
- Does the student make points that are relevant to the class discussion?
- Are the comments linked to the comments of other class members?

From time to time class preparation evaluation questions may be given in the form of a short quiz or a short essay question. The questions will be given at the beginning of a class in order to evaluate the students’ knowledge of the assigned readings for that class.

General Guidelines for papers and written assignments

Assignments, papers, and projects should be typed, double-spaced, with a size font size of 10,11, or 12. Citations may be done in any form as long as the format is consistent and complete.

Timeframe for completion of graded components

Graded assignments that are due the day of a class meetings should be handed in at the beginning of class. Bring one copy to hand in and your own copy to use during class discussion.

Graded assignments that are due on non-class days should be submitted by 11:59pm on the due date to the appropriate section in the course website.

Late assignments will be assessed a half letter grade penalty per day. Assignments that are later than a week will not be accepted and grade of zero points will be marked.

Please note that in order to receive credit for the final exam; it must be turned in on time due to the CUA final grade posting policies.

If you have any questions about the assigned work, please contact the instructor.

Policies and Student Support

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.

Campus Resources for student support are available for library research, tutoring center, writing center, and counseling center. The professor or SLIS department administration can provide contact information if needed.

**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.

**Contact Information**

If you have any questions or concerns about the class schedule or assignments, please feel free to call, e-mail, or talk with me in person. If you prefer to talk in person, I am available to meet with you before class. Contact me two of days in advance to organize and confirm the details for a meeting.

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Interview a librarian of your choice about technical service activities in their library or information center.

Technical service activities include: (according to Evans textbook, p.7)

- **Identification**: Location potentially worthwhile items to add to the collection(s).
- **Selection**: Deciding which of the identified items to add to the collection(s).
- **Acquisitions**: Securing the items selected for the collection(s).
- **Organization**: Indexing and cataloging the items acquired in a manner that will help the end-user locate materials in the collection(s).
- **Preparation**: Labeling and otherwise making the items ready for storage in a manner that allows for easy retrieval.

**Ask them to describe:**

- The library and the user group(s) that the library serves
- The process of collection development and selection
- Types of materials, books, and resources that are collected
- The process for acquisitions and include details of who does what.
- How materials, books, and resources are processed. Include the details of who does what.
- The cataloging process and include the details of who does what.
- Interlibrary loan services, processes, details of who does what.
- One process that could be improved to be more efficient and/or less costly.

*If it is not appropriate to ask the librarian or if they are not able to share a process that could be improved, the student may give an example from their personal experience or speculate based on the information gained from the interview. Include a description of the technical services process/activity that could be improved.*

Write about the above concepts in a short paper. (Three pages double-spaced)

**The final project for the class will involve choosing an existing process in technical services, describing the process, and then recommending changes to the process.**