THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC#888 The Special Library/Information Center
Instructor: Bruce Rosenstein
Summer Semester 2011
June 28 - August 4, 2011

Credit Hours: 3

Classroom: Marist 109

Days and hours of class meetings and labs or discussion sections
Tuesdays and Thursdays 5:00-8:20 PM

Instructor contact information:
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Office Hours: Please contact the instructor 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, on-site research in libraries, student presentations

Required Text: None

Recommended Text: None

Reading materials: see bibliography/reading list 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.

It is strongly suggested that class members 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. One of the two major assignments will require you to “virtually” follow the SLA annual conference (after the fact), on SLA websites and blogs, some of which are available to members only. For membership information, 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 as an organization.

Professional Standards Addressed: N/A

Course Requirements

Assignments/Projects:

Virtual SLA Conference project: Due at the beginning of class July 21

This is a 10-12 page paper based (at least in part) on your monitoring of the SLA website and related websites and blogs for the 2011 Annual Conference. Details about the format will be given in class. This will be an exercise in how much you can learn about the conference by following it online, after the fact, rather than being there in person. You will draw on material that goes online during and after the conference.

The paper should describe in as much detail as possible what you learned about the conference from blogs, conference papers and other information on the SLA and related sites/blogs. In addition, please contact two librarians who attended the conference that you did not know previously, and conduct email or telephone interviews with them, for brief --one page each -- profiles. (Use your creativity and ingenuity in finding these librarians!)

Each student will make a brief presentation in class on July 21st, based on their paper. You may distribute handouts if you'd like, but there will be no PowerPoints or other technological aids. This presentation is mandatory but will not be graded.

Site Visit Interview Project. Due at the beginning of class August 4th

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 10-12 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, cataloging, training (for library staff and others), approximate budget and institutional culture. 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 during your site visit to find out which of these activities are relevant for that particular library.

On August 4th each student will make a brief presentation in class. You may distribute handouts if you'd like, but there will be no PowerPoints or other technological aids. This presentation is mandatory but will not be graded.

8:00-8:20 Time Period:

During the last 20 minutes of most classes, students will meet in groups to work on a Libraries/Social Entrepreneurship project to be discussed more completely during the first class. Each group will create a fictional nonprofit organization, and will design a library to serve it.

You can learn more about social entrepreneurship at www.socialedge.org. One representative of each group will make a very brief presentation to the class on August 4th to describe your organization and its library. No written work will be required. This will be a fairly informal exercise that 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): “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

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**

- Virtual SLA Conference project: 40 percent of your grade.
- Site Visit Interview Project: 40 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#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**

**Tuesday June 28, 2011:**

Introduction and Overview, discussion of assignments

Readings:

None

**Thursday June 30, 2011:**

Library Careers and Non-Traditional Careers, Types of Special Libraries, Library Change and Evolution, Background on SLA conference, Management part one, Screening of Bruce Rosenstein's 20 minute DVD interview of Peter Drucker

Readings:


Pearlstein, Toby and James Matarazzo. “Survival lessons for libraries: corporate libraries--a soft analysis and a warning…” *Searcher* 1 June 2009 (17) 6: 14

**Tuesday July 5, 2011:**

Budgeting/Planning, Management part two, Leadership, Special guest lecture on budgeting in special libraries by Kimberly Ferguson, Library of Congress

Readings:


**Thursday July 7, 2011:**

Marketing/Promotion, Copyright/Intellectual Property, Outsourcing, Special Guest Lecture on social entrepreneurship by Jane Kinney Meyers of the Lubuto Library Project

Readings:


**Tuesday July 12, 2011:**

Embedded Librarianship, Knowledge Services, Systems Thinking in Libraries, special guest lecture on Embedded Librarianship by Mary Talley, Information Management Consulting Services; President, DC/SLA 2011

Readings:


**Thursday July 14, 2011:**

Reference, Knowledge Management, special guest lecture on knowledge management by Gretchen Sauvey, U.S. Institute of Peace

Readings:


Prusak, Larry. “‘You Can Never Have Too Much Knowledge.’” An Interview With Larry Prusak. Information Outlook 13 (8) December 2009

Tuesday July 19, 2011:

Digital/Virtual Libraries, Library technology/Mobile applications/Social Networking Part one, special guest lecture on technology in special libraries by Amanda J. Wilson, Director, National Transportation Library, U.S. Department of Transportation

Readings:

http://www.libraryjournal.com/article/CA6404146.html

Thursday July 21, 2011:

One-Person Libraries, Special guest lecture by solo librarianship with Eileen Boswell of Community Transportation Association of America, Virtual SLA paper due, Virtual SLA presentations

Readings:

Nielsen, Tom. "Four Steps I Took That Transformed My Solo Corporate Library." Computers in Libraries 23 (9) October 2003: 22-

Tuesday July 26, 2011:

Library technology/Mobile applications/Social Networking Part two, 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 Past President of DC/SLA (2010)

Readings:


**Thursday July 28, 2011:**

The 16th Special Libraries Symposium, Details TBA, to be held at CUA Marist Building Information Commons

**Tuesday August 2, 2011:**

Library Facilities, Disaster planning, Cataloging/Indexing/Taxonomies, debriefing of The 16th Special Libraries Symposium, Special guest lecture on cataloging in special libraries by Suzanne Pilsk of the Smithsonian Institution

Readings:


**Tuesday August 4, 2011:**

Site visit project papers due, presentations and discussions, and Libraries/Social Entrepreneurship group project due/presentations.

Readings:

None

**Bibliography:**

See readings above. All readings will be on e-reserve through the Blackboard site for this course.