THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC#888 The Special Library/Information Center
Instructor: Bruce Rosenstein
Summer Semester 2012
June 25 - August 4, 2012

Credit Hours: 3

Classroom: Aquinas 108

Days and hours of class meetings and labs or discussion sections
Mondays and Wednesdays 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.

Although it is not mandatory, 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, primarily to have maximum access to the voluminous materials on the SLA website. Student memberships are low-cost, and quite beneficial.

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:

Future Ready 365 project: Due at the beginning of class July 18

This is a 10-12 double-spaced pages paper based on the year-long (2011) series of Future Ready 365 blog posts by special library practitioners and selected outside experts on the SLA site http://futureready365.sla.org/ As described on the site, “FutureReady365 is a community blog focused on sharing knowledge, ideas and insights on how we are prepared for the future.”

This will be an exercise in how much you can learn about the current and future state of the profession based on the wide-ranging material found on the posts.

The paper should describe in as much detail as possible what you learned about how special librarians are operating today and preparing themselves (and their workplaces) for the future. You will discover that many different subjects are covered in these posts. The paper should be organized thematically based on your findings, so for instance there could be sub-headings on such topics as continuing education, customer service, marketing, technology,
personal/professional development and so on. Please make sure you have covered at least five topics. Pick those that interest you the most, and that are most relevant for you. (Note: these posts are available on the open web and are not limited to SLA members.)

In addition, please contact two librarians who posted on the blog, who you did not know previously and conduct email or telephone interviews with them, for brief – no longer than one page each -- profiles. Their contact information should be readily available.

Details about the assignment format will be given in the first class of the semester.

Each student will make a brief presentation in class on July 18, 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 1st

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 1st 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 library creation project to be discussed more completely during the first class. Each group will create a library based on an archetypal organization you will decide upon in your early meetings. For instance, you could decide you were creating a library for a community hospital, or for a chain of coffee stores, or for a professional association. Or any other organization that could benefit from having a library.
One representative of each group will make a very brief presentation to the class on August 1st to describe your organization and its library. No written work will be required. This will be a fairly informal exercise that will count toward 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

Future Ready 365 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

Course Schedule

Monday June 25, 2012:

Introduction and Overview, discussion of assignments, Special guest lecture on the future of
special libraries, and the importance of membership in SLA, by James King, National Institutes
of Health Library; DC/SLA President (2010)

Readings:
None

Wednesday June 27, 2012:

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

Readings:
Anderson, Janice C., Kathleen Jordan and Claudette Lloyd: "Evolution and Survival of the
De Stricker, Ulla. “Creating Influence through 'Being There.”” Information Outlook 13 (5) July-
August 2009: 12-16.
"The Icon Speaks: An Interview with Peter Drucker." Information Outlook 6 (2) February 2002: 6-11.
Jones, Rebecca and Special Committee on Competencies for Special Librarians." Competencies
for Information Professionals of the 21st Century - Introduction." Information Outlook 7 (10)
Matarazzo, James and Toby Pearlstein. “Continuous Advocacy Creates Opportunities for


Shamel, Cindy: “SLA Are We Future Ready Yet?” *Searcher* 19 (7) September 2011: 36-42.

**Monday July 2, 2012:**

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

Readings:


**Wednesday July 4, 2012:**

National Holiday, No Class

**Monday July 9, 2012:**

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

Readings:


**Wednesday July 11, 2012:**

Marketing/Promotion, Reference, Knowledge Management part one, Special Guest Lecture on librarians and social entrepreneurship by Jane Kinney Meyers of the Lubuto Library Project

Readings:


**Monday July 16, 2012:**

One-Person Libraries, Knowledge Management part two, special guest lecture on knowledge management by Gretchen Sauvey, U.S. Institute of Peace

Readings:

Wednesday July 18, 2012:

Digital/Virtual Libraries, Web 2.0 and library technology part one, Future Ready 365 paper due, Future Ready 365 presentations

Readings:

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

Monday July 23, 2012:

Digital/Virtual Libraries, Web 2.0 and library technology part two, Library Facilities, Disaster planning, Technical Services, The New Librarian; special guest lecture on technology in special libraries by Amanda J. Wilson, Director, National Transportation Library, U.S. Department of Transportation

Readings:

Wednesday July 25, 2012:

The 17th Special Libraries Symposium, Details TBA, to be held on the CUA campus (no readings)

Monday July 30, 2012:

Cataloging/Indexing/Taxonomies, Copyright, debriefing of The 17th Special Libraries Symposium, Special guest lecture on cataloging/classification in special libraries by Polly Khater, Assistant Director for Discovery Services at Smithsonian Libraries

Readings:


Tepper, Maury M. "Top 5 Copyright Myths." Information Outlook 11 (6) June 2007: 14.


Wednesday August 1, 2012:

Site visit project papers due, presentations and discussions, and library creation group project due/presentations.

Readings:

None

Bibliography:

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