Catalog Description and Course Objectives

Technical services in large libraries, including acquisitions, cataloging, serials control, automation, cooperative programs, and managerial controls.

This is not primarily a “how to” course; it is an overview delving into the issues confronting the management of technical services, including core functions (collection management, acquisitions, bibliographic control, catalog maintenance, resource sharing, technology, binding/preservation, and evaluation). Certain broad themes will be discussed throughout the course: standards, legal issues, contracting, outsourcing, budgeting and inflation factors, selection of technology, and trends in organization of technical services.

Upon satisfactory completion of this course, students will:

- Understand technical services as an integral part of a library's mission and operations
- Understand both theoretical and practical dimensions of library technical services
- Understand the importance of the interrelationship between technical services and other library components such as public services and systems
- Be able to discuss the role of technology in the fulfillment of technical services functions and be able to analyze and make choices in the array of organizational and technological options for a particular library situation.
- Understand past practices, current reality, and future directions in technical services
- Know where to look in the literature and other information resources to understand issues and resolve problems in technical services work

Course Materials

The textbook is Fundamentals of Technical Services Management, by Sheila S. Intner (see below, Bibliography of Required Readings, p. 8). Note that this book was written primarily for beginning practitioners. Thus we will supplement it with other readings, which are available on e-reserve, via Research Port or on the Web (URLs are provided). Some materials related to class discussions or activities will be distributed in class. You will be expected to research and gather other materials to complete certain assignments.
Instructional Methods and Student Assessment

ELMS/Blackboard will be used for “parking” course materials (including a copy of this syllabus), sending messages amongst ourselves, submitting written assignments, receiving grades and feedback, and for other purposes as well.

This course will be built around a program of reading and class discussion with guest speakers, external assignments, and a final take-home exam. The purpose is to work together from a group of common readings to gain understanding of modern library technical services. Everyone will have an opportunity to participate in class activities. This seminar will require a high level of student participation. Some work will be done with partners or in small groups.

Plagiarism and Other University Policies

This course will follow all University policies and procedures (http://www.faculty.umd.edu/teach/attendance.html), including adherence to the Honor Code (http://www.studenthonor council.umd.edu/code.html), accommodations for students with disabilities (http://www.counseling.umd.edu/DSS/), and consideration for religious observances.

If you have questions about any policy, please discuss in advance with me.

Assignments

A general description of the assignments is on page 7. More details of assignments 2, 3 and 4 will be provided throughout the semester.

For written assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.

For every written assignment:

- Put page numbers in the bottom margin
- Put your name, title of the assignment and date submitted on separate cover page (not counted in paging)
- Upload written assignments on the ELMS/Blackboard Web site and turn in a paper copy
- Staple papers in upper left hand corner
- Please do not put written assignments in binders or report covers.

The quality of your writing will be assessed along with the content. Edit and check for spelling (do not rely on automatic spellchecking!), grammar, and readability.

Oral Presentations

Oral presentations made to the whole class or for a small group, even when informal, should be clear, relevant, and concise (within the time limit set). Informal does not mean unplanned when advance notice of the presentation is given.
Due Dates

All assignments are due on the due date. Requests for extensions will be granted only if discussed with instructor and she is satisfied that you have a legitimate reason for being late. Otherwise, late assignments will receive a lower grade or may not be accepted. Please plan ahead not to be late.

Grading

The maximum numbers of points awarded to each assignment are listed on p. 7. Note that class discussion is worth 10 points. To earn 10 points, you must complete all readings and participate regularly in class discussions and group activities. You must accumulate at least 90 points for an A in the course, 80-89 for a B, and 70-79 points to receive a C. Fewer than 70 points earned will result in failure in the course.

The grading standards for what constitutes an A, B, etc. are as follows:

A range: Excellent, that is, original work, very well organized and expressed, sound critical evaluations.

- A+ The assignment is exceptional in its originality, clarity of exposition, use of sources, and the quality of analysis and reasoning. It is an exemplary treatment of the topic, capable of being used as a standard of highest excellence.
- A The assignment demonstrates originality, showing an unusually clear grasp of the topic and ability to analyze it critically. The assignment is clearly focused, logically organized, and based up on advances understanding of course material. Any defects it may have are small and such that if corrected, it would be an exemplary assignment.
- A- The assignment gives good evidence of originality, grasp of the topic, and critical ability. Correction of the assignment’s defects would make this an excellent assignment.

B range: Good, that is, good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc. Assignments in this range demonstrate competency and a comprehension of the topic but lack the originality of though that distinguishes assignment in the higher grade ranges.

- B+ The assignment shows some analysis, critical thinking, and independent thought. The conclusions are supported by reasonable evidence and good use of sources. The topic is addressed in a reasonable depth and/or breadth, and the presentation is well organized.
- B The assignment shows adequate comprehension of the topic, but little or no originality of thought. It has no serious flaws, but is undistinguished in any significant respect.
- B- The assignment is not off-topic, nor are its conclusions invalid, but it contains flaws, such as problems with completeness or poor writing, that places the assignment on the borderline of inadequate work.

C range or lower: Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimum knowledge and skills for effective work in this discipline. Writing is extremely poor to the point of incomprehensibility.

Course Evaluation

You will have an opportunity (and a responsibility!) to evaluate the course and instructor at the end of the semester. You will be reminded near the end of the semester to use CourseEvalUM for course evaluation. The dates will be Tuesday, April 28 through Wednesday, May 13 and the link for accessing the submission system at that time is www.courseevalum.umd.edu. If you
submitted all of your evaluations in the fall, you can also access all posted results from fall 2007 to the present via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it in future semesters by submitting all of your spring 2009 evaluations once they are available. More information is at https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

In addition, your suggestions and feedback throughout the semester are welcomed, especially in regard to things that can be adjusted in time to be helpful to you.

**Technical Help and Consultation**

If you have difficulty in getting into ELMS/Blackboard, send e-mail to elms-support@umd.edu.

Tutorials for ELMS/Blackboard are available on the ELMS site (http://elms.umd.edu). Other IT support is available at 301-405-1400.

If you need help on searching for materials for Assignments 3 or 3, make an appointment with Karen Patterson, the subject specialist for LIS at McKeldin Library. 301-405-2067. kpatter@umd.edu.
## LBSC 783 SEMESTER SCHEDULE

All readings are to be completed by the class time indicated, so that everyone can participate in discussions and activities. The schedule and readings are subject to changes and additions.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS and ACTIVITIES</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Jan 27</td>
<td>CANCELLED—WEATHER!</td>
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<tr>
<td>Feb 3</td>
<td>• Introductions and overview of course</td>
<td>• Evans et al., 3-19</td>
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<td>• What is technical services? An overview</td>
<td>• Intner, chaps 1, 2, 8</td>
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<td>Week 2</td>
<td>• Historical development</td>
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<td>• The context of technical services</td>
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<td>• Changing organizational structures</td>
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<td>• Discuss Assignment 2 (Individual Projects), due Mar 24</td>
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<tr>
<td>Feb 10</td>
<td>• Planning, budgeting, finance</td>
<td>• Emery</td>
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<td>Week 3</td>
<td>• Contracting for technical services support</td>
<td>• Intner, chaps 3, 6</td>
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<td>• Tour of McKeldin Library Technical Services</td>
<td>• Joy and Sennyey</td>
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<td>• Guest speaker: Carlen Ruschoff, Director of Technical</td>
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<td>Services, and Director of Information Technology, UM</td>
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<td>Libraries</td>
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<td>Feb 17</td>
<td>• Collection management and policies</td>
<td>• Evans et al., 107-128</td>
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<td>Week 4</td>
<td>• Approval plans</td>
<td>• Intner, chap 7</td>
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<td>• Managing digital resources</td>
<td>• Jacoby</td>
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<td></td>
<td>• Digital libraries</td>
<td>• Johnson, chap. 1, 6</td>
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<td></td>
<td>• Types and sources of library materials</td>
<td>• Vickery</td>
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<td>• Discuss Assignment 3 (Recent Trends), due Apr 28</td>
<td>• Seavey</td>
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<td>Feb 24</td>
<td>• Serials</td>
<td>• Appavoo</td>
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<td>Week 5</td>
<td>• Acquisitions</td>
<td>• Connaway (2007)</td>
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<td>• Library/vendor relations</td>
<td>• Kyrillidou</td>
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<td>• Purpose statement for Individual Project due.</td>
<td>• Walters</td>
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<td>• Guest speaker: Lila (Angie) Ohler, Head of Acquisitions,</td>
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<td>UM Libraries</td>
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<td>Mar 3</td>
<td>• Consortia</td>
<td>• Anderson</td>
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<td>Week 6</td>
<td>• Licensing electronic resources</td>
<td>• Eschenfelder</td>
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<td>• Guest speaker: Lenore England, Digital Resources</td>
<td>• Intner, chap 4</td>
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<td>Librarian, UMUC</td>
<td>• Yale University</td>
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<td>• Topic for Special Topics/Recent Trends paper due</td>
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<td>Mar 10</td>
<td>• Bibliographic control &amp; catalog management</td>
<td>• Bolin</td>
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<td>Week 7</td>
<td>• Program for Cooperative Cataloging (PCC)</td>
<td>• Program</td>
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<td>Mar 17</td>
<td>SPRING BREAK!</td>
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<td>Date</td>
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<td>Mar 24</td>
<td>Week 8</td>
<td>Preservation of library materials.</td>
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<td>Disaster planning and recovery</td>
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<td>Share Assignment 2 (Individual Projects)</td>
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<td>Mar 31</td>
<td>Week 9</td>
<td>Staffing</td>
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<td>ILL and resource sharing</td>
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<td>Guest speaker: Tanner Wray, Director of Public Services, UM Libraries</td>
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<td>Cooperative programs</td>
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<td>Apr 14</td>
<td>Week 11</td>
<td>Measurement, evaluation and statistics</td>
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<td>Apr 21</td>
<td>Week 12</td>
<td>National developments, trends in technical services</td>
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<td>Guest speaker: Beacher Wiggins, Director for Acquisitions &amp; Bibliographic Access, Library of Congress</td>
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<td>Apr 28</td>
<td>Week 13</td>
<td>All Special Topics/Recent Trends papers are due</td>
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<td>Special Topics/Trends presentations</td>
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<td>May 5</td>
<td>Week 14</td>
<td>Special Topics/Trends presentations</td>
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<td>May 12</td>
<td>Week 15</td>
<td>Special Topics/Trends presentations</td>
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<td>Future of technical services</td>
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<td>Final exam distributed. Due May 18.</td>
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LBSC 783, Hahn, spring 2009
ASSIGNMENTS

1. Class Discussion (Due every class)  Points: 10
Despite its stereotypical "back room" reputation, one of the most critical aspects to technical services librarianship is the ability to communicate effectively in group settings, whether in the form of debating issues, articulating ideas, bouncing proposals off colleagues, asking for help when stumped by a particular problem, or simply requesting support and a sympathetic ear. No one, no matter the size of library or institution, operates in isolation. Even those working in one-person libraries reach out to a broader community of colleagues on a regular basis—perhaps librarians in such situations especially have this need.

Further, a seminar such as this works only if everyone has read all the materials in advance and made notes on key points, interesting ideas, and questions for further exploration (including particular questions for guest speakers). In class, discussion often will be facilitated through small groups, "think, pair, share," "one-minute paper," or other alternatives to a plenary class session.

2. Individual Project  (Due March 24)  Points: 30
Technical services work tends to be heavily project-oriented. Just a few examples include developing and implementing a plan to get rid of a particular backlog of acquired materials; evaluating the condition of a collection; coordinating implementation of a new integrated library system; or designing a new workflow (e.g. for managing a new category of materials such as electronic resources). This assignment is your opportunity to work independently to create and document your own technical services project in an area of particular interest to you.

I must approve a brief purpose statement for your project no later than Week 5 (February 24). Any changes or deviations to your project scope beyond that date must also be done in consultation with me. Send me your topic, and a brief description of questions or themes you wish to pursue no later than February 24 and wait for approval before going further. After I approve it, post your topic on ELMS under the Individual Projects forum, so as to avoid duplication.

Note: If you wish, you may choose related topics for assignments 2 and 3.

3. Paper on Special Topics and Recent Trends  (Due April 28)  Points: 40
Identify a recent trend or issue within the broad area of technical services (see ELMS, Assignments for suggested list of topics, or select your own). Send your topic, and a brief description of questions or themes you wish to pursue no later than March 3, and wait for approval before going further. Post your topic on ELMS under the Special Topics forum, so as to avoid duplication, along with the date you prefer (April 28, May 5, or May 12) for making an oral presentation (no more than 6-7 each date). Note: All papers are due April 28!

Search the literature thoroughly for article, books, dissertations, Web sites, or other published or unpublished studies about this topic. Summarize your findings in a formal paper. While content and significance of the topic will influence the length, the maximum length is 15 pages, not including bibliography. Prepare an oral report for class. Post a one-page summary on ELMS no later than 24 hours before your oral report.

4. Final Exam (take home) (Due May 18, 8 a.m.)  Points: 20
After you have heard all the other students' reports on Special Topics and Recent Trends, write an essay that synthesizes and analyzes aspects of what was reported and discussed in class. Note: Wait for details that will be distributed in class on May 12 before beginning the exam.
BIBLIOGRAPHY OF REQUIRED READINGS


Program for Cooperative Cataloging. Website: http://www.loc.gov/catdir/pcc/


ADDITIONAL RESOURCES FOR TECHNICAL SERVICES LIBRARIANS

Associations

- Association for Library Collections & Technical Services (ALCTS) (division of American Library Association) http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm
- Technical Services SIS (Special Interest Section), American Association of Law Libraries http://www.aallnet.org/sis/tssis/
- Technical Services Section, Medical Library Association http://techservices.mlanet.org/

Conferences

- Charleston Conference on Book and Serial Acquisition http://www.katina.info/conference/
- Programs, workshops, and events sponsored by ALCTS http://www.ala.org/ala/mgrps/divs/alcts/confevents/index.cfm

Journals

- Against the Grain
- Acquisitions Librarian
- Collection Management
- College & Research Libraries
- First Monday
- Journal of Academic Librarianship
- Library Collections, Acquisitions, and Technical Services
- Management of Electronic Journals by Libraries and Information Centers. To subscribe: arl-ejournal@cni.org
- Serials Librarian (co-published simultaneously as North American Serials Interest Group (NASIG) Proceedings
- Technical Services Quarterly

Web Sites

- AcqWeb http://www.acqweb.org/
- ALCTS Newsletter Online www.ala.org/alcts/alcts_news
- Library Technical Services portal (Robert Teeter) http://www.interleaves.org/~rteeter/libtech.html
- Lorcan Dempsey’s Weblog http://orweblog.oclc.org/
- NASIG (North American Serials Group) http://www.nasig.org/
- UKSG (UK Serials Group) http://uksg.org