Learning Outcomes

LBSC734, Seminar in the Academic Library, will explore the role of the academic library within the framework of higher education. This course will cover a wide range of topics, including planning programs and services, collection development and management, patron support, fiscal management, physical spaces, faculty partnerships, teaching, special collections, and access services. Throughout the course, we will explore the question of what it means to be an academic librarian: what has it meant in the past, what does it mean today, and what might it mean in the future? Learning assessments will focus on the development and application of practical skills. Students are encouraged to shape their projects around their interests and career goals.

After successfully completing this course students will be able to:

- describe the history of higher education in the United States and the role academic libraries and librarians have had in shaping that history
- identify the current trends in academic libraries and evaluate how these trends might impact a career in academic librarianship
- articulate the different roles and responsibilities of academic librarians, including collections development and management, patron support, outreach and collaboration, governance, scholarship, service, etc…
- recognize the rights, responsibilities, and privileges of faculty status in the academy and how this impacts academic librarianship
- identify opportunities to become involved in professional scholarship and service at local, regional, and national levels
- articulate the timeline of the academic job search and create a curriculum vitae, cover letter, and/or workplan

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record for the Graduate School’s full list of academic policies and follow up with me if you have questions.
Policies & Expectations for Students

Seminar in the Academic Library will be a student-centered, inclusive, and affirmative learning space. Students are encouraged to bring their whole-selves to their learning and to shape their reflections and course projects around their own interests.

**Participation:** This course will be discussion-based, which means that it is important that each member of the learning community come to class prepared, having read and reflected on the readings for the week and brainstormed questions for guest speakers.

**Attendance:** Because the quality of the learning environment is based directly on student participation, it is important that you attend each week. If you are unable to attend for reasons of illness, religious observance, participation in University activities at the request of University authorities, or compelling absences beyond your control, please let me know prior to class [for non-emergencies].

**Classroom Environment:** Our classroom environment will be respectful and collegial. I ascribe to the bell hooks’ school of learning and believe that, “as a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” Arriving late, leaving early, or failing to participate fully in the learning community impacts our collective ability to hear, recognize, acknowledge, and support one another. I understand that emails need to be sent, texts read, and there will be nights when circumstances outside of your control will make it difficult to focus. I ask that you make every attempt to be present, empathetic, and engaged in the learning space. If something calls your attention away from this experience, please return (mentally or physically) as quickly and respectfully as possible. I recognize that this class is late in the evening; please feel free to bring snacks.

**Extensions:** In this course, you will be setting your own deadlines for learning assessments. I ask that you consider responsibilities, schedule, and available bandwidth before committing to a deadline. Extensions will be granted on a case-by-case basis. If circumstances impact your ability to complete a learning assessment on time, please contact me as early as possible to discuss alternative arrangements. Unless you are facing an emergency situation or you receive an extension, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late. Learning assessments more than seven days late will not be accepted.

**Written Work:** All written work should be proofread before you submit it. Use Times New Roman 12-point font and one-inch margins. Although it is recommended that you use APA Style for in-text citations and reference lists, you may use any citation style, provided that it is consistent. See OWL at Purdue for help with APA formatting: https://owl.english.purdue.edu/owl/resource/560/01/

**Submitting Course Work:** Learning assessments are due (officially) at 11:59pm on the indicated due date through our Canvas site (“LBSC734”). I will download submissions from Canvas the morning after the due date. Please name your file using the following convention: LastName_ Assign _Date (e.g. ‘Smith_TeachingPhilosophy_1.08.2017’ ). Doc or Docx are preferred over a PDF.

**Emergency Preparedness:** Please see the University’s Emergency Preparedness Website for current issues affecting campus: http://prepare.umd.edu/. If campus is closed due to inclement weather, or if a university closure impacts part, but not all, of our class meeting (6:00-8:45 PM), I will cancel class for the evening. Announcements about cancellations will be sent through Canvas.
Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it, especially in regards to writing. Everyone can benefit from some expert guidance, so I encourage you to visit [https://go.umd.edu/graduatewriting](https://go.umd.edu/graduatewriting) and schedule an appointment with a graduate writing fellow. Accessibility & Diversity Services ([https://www.counseling.umd.edu/ads/](https://www.counseling.umd.edu/ads/)) is available to help with accommodations to ensure equal access to services, programs and activities sponsored by the University of Maryland. The Counseling Center is available to all students, if you just need someone to talk to: [http://www.counseling.umd.edu](http://www.counseling.umd.edu). As a graduate student, you have already paid for access to all of these services. If you are unsure of the right office to contact, please reach out, I will be glad to put you in touch with the appropriate campus services.

**Drafts:** We are happy to review drafts of course work and provide general comments and feedback (not preliminary grades). Drafts should be submitted via email no less than one week ahead of the due date.

**Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The Graduate School ([https://gradschool.umd.edu/](https://gradschool.umd.edu/)) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide you with information about campus or local resources and connect you with people who can help.

**Names/Pronouns and Self Identifications**

The University of Maryland recognizes the importance of a diverse student body, and I am committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more. In written coursework and/or discussion posts, you are welcome to use they/their as a replacement for he/she or him/her.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

**Grades**

Grades are determined by your performance on the learning assessments in the course. All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time to meet in my office. I am happy to discuss any of your grades with you, and if I made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Please see the last page pages of this syllabus for specific instructions regarding each of the learning assessments. The weighted average of your grades on all of the assignments (including your course participation
grade) will be converted to a letter grade according to the following table:

### Final Grade Cutoffs

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<tr>
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<tr>
<td>D</td>
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<td>-</td>
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### Learning Assessments

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<tr>
<td>Attendance and Participation</td>
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<td></td>
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<tr>
<td>Weekly Pre-Work</td>
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<tr>
<td>Career Portfolio</td>
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<td>40 pts</td>
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<tr>
<td>Scholarship and Creativity</td>
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<td>15 pts</td>
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<td>Option 2</td>
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<td></td>
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</tr>
<tr>
<td>Reading Presentation</td>
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<td>5 pts</td>
<td></td>
</tr>
</tbody>
</table>

### Project Selection and Personal Deadlines (Complete / Incomplete)

Identify which projects you plan to complete and deadlines by which you will submit final materials.

### Attendance / Participation

Unless prior arrangements have been made, or emergency circumstances arise, students will be present in class and will contribute to group discussions and class activities.

### Weekly Pre-Work

Each week (by Tuesday at 5:00 pm) students will post at least one question for group discussion, and at least 1 question for the weekly guest speaker (when applicable) to the discussion board in Canvas.

### Career Portfolio

Select one of the following:

1. **Job Application**: Identify an academic library position and compile a job application portfolio including background research on the institution, curriculum vitae, cover letter, prepared list of questions for hiring committee, list of three references, and reflection on personal considerations related to accepting/rejecting a position.

2. **First Year on the Job**: Identify an academic library position and compile a portfolio for how you would succeed in that position including background research on the institution, strategic priorities and potential partnerships for the position, a one year work plan, and a proposal for a specific project or initiative.

3. **Design Your Own Project**: This might take the form of a literature review, a research proposal, an applied project, or other equivalent product. You are responsible for developing the rubric by which I will
assess your project. If you select this option, you must meet with me first to discuss your proposed project. Students must have a compelling reason why the Job Application or First Year on the Job will not meet their professional goals to design their own.

**Scholarship and Creativity Projects**

Select two of the following:

1. **Conference Proposal:** You can choose to complete a draft of a real conference proposal that you plan to submit, or a mock proposal based on an imaginary, but feasible, project you might complete as a librarian.

2. **Teaching Philosophy:** A reflective (1 to 2-page) document that summarizes your approach to and beliefs about teaching.

3. **Research Statement:** A (1 to 2-page) summary of previous research projects, approach to and beliefs about research, and overview of research agenda moving forward.

4. **Design Your Own Project:** This might take the form of a blog post, informational interview, research proposal, ALA Emerging Leader Application, or other equivalent product. You are responsible for developing the rubric by which I will assess your project. If you select this option, you must email me first to discuss your proposed project.

**Reading Presentation**

Each week we will have 1 or 2 people present on an additional reading related to that week’s theme. This will allow us to delve deeper into the topic via case studies, and allows you to read more about a topic that interests you. Each presentation should be no more than 10 minutes, and should address details about the author, publication, and a summary of the reading’s main arguments, as well as your personal reflections on the reading.

**Student Course Evaluations (CourseEvalUM)**

Toward the end of the semester, you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. I will email you to let you know when the course evaluation system will be available. At that time, please go to https://www.courseevalum.umd.edu/ to complete your evaluation of this course.

**Acknowledgements**

Many thanks to Rachel Gammons, who co-developed and co-taught this course with me in Spring 2018. Thanks to Dr. Rachel Fleming-May and Dr. Gary White for their generosity in sharing syllabi, readings, and assignments for their academic libraries courses. “Basic Needs Security” statement is adapted from Dr. Sara Goldrick-Rab.