

**The University of Western Ontario
Faculty of Information and Media Studies
LIS 9630: Academic Libraries
Course Syllabus**

Instructor

Name: Dr. Karen Nicholson (she/her)
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Course Information

Time: Fridays, 1:30-4:20 p.m., FNB 3220
Course Website: GRADLIS 9630 in OWL

Course Description

This course examines issues and trends in academic libraries and librarianship and the roles and responsibilities of academic librarians. Topics addressed include: academic libraries in institutions of higher learning; academic library services and spaces; user populations, their needs, and information-seeking behaviour; academic librarians as information specialists, educators, and scholars; and issues and trends in academic libraries and higher education.

Upon successful completion of readings, assignments, and class participation, students will be able to:

- 1) Demonstrate understanding of social, cultural, and economic contexts related to academic libraries and higher education (Program-level learning objectives 1, 2, 5);
- 2) Demonstrate awareness of, and analyze, current issues, trends, challenges, and opportunities in academic libraries (Program-level learning objectives 1, 2, 5);
- 3) Demonstrate knowledge of user populations of academic libraries and their needs (PLLO 2, 5);
- 4) Conduct research and communicate professionally (PLLO 1, 3, 7).

Course Materials

Readings are assigned on a weekly basis, as indicated below. All readings are available online.

Attendance

Attendance at and timely arrival to all classes is expected. Students needing to negotiate legitimate absences need to inform the instructor in advance in order to arrange for make-up work. In case of emergency absences, students must contact the instructor as soon as possible afterwards. Each student is permitted one unexplained, unexcused absence. While using this “free pass” will not reduce your participation grade, it might negatively impact your understanding of key concepts and expectations that were covered that day, so please make arrangements with a colleague to get notes, etc. For more information, refer to the *MLIS Student Handbook*.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

MLIS Grade Guidelines and Late Assignments

Please refer to the *MLIS Student Handbook* for criteria used to grade assignments. Late assignments will be penalized at 5% per day, unless prior arrangements have been made with the instructor or appropriate documentation is provided. Assignments that are more than five days late will not be accepted.

Support Services

- Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help.
- The Writing Support Centre at Western offers workshops and individual appointments for graduate students (http://sdc.uwo.ca/writing/gradspostdocs/gradwrite_seminars.html).
- Learning Services offers workshops and individual appointments on topics such as transitioning to grad school, time management, delivering effective presentations, and reading.

Course Requirements

In order to successfully complete this course, you must:

- Read the required readings and be prepared to discuss them in class
- Attend class regularly
- Engage in collegial and respectful dialogue with your classmates and the instructor
- Be open to new ideas and perspectives

You must also complete the following assignments:

Reading reflections	10% (weekly; due Sundays before class, 11:55 pm)
Critical reading summary + Jigsaw activity	5% (due Week 2)
Talk with an academic librarian	10% (in pairs; due Week 3)
Short paper	15% (due Week 5)
Academic library visit	15% (due Week 8)
Essay	20% (due Week 11)
Presentation	15% (in groups; Weeks 13, 14)
Participation	10%

Week 1: Introduction (January 10)

Assignment(s): Reading reflection, due Sunday, Jan. 12, 11:55 pm

Readings:

ACRL Research Planning and Review Committee. (2018). 2018 top trends in academic libraries. *College & Research Libraries News*, 79(6). Retrieved from <https://crln.acrl.org/index.php/crlnews/article/view/17001/18750>

Callas, J. E. (2019). An introduction to academic librarianship. In M. Hodge (Ed.), *The Academic Librarian's Toolkit: Finding Success in Your First Job* (pp. 3-26). Chicago, IL: ACRL. Available online through course reserves.

Librarian roles {crowdsourced Google doc} (browse)

<https://drive.google.com/open?id=1fb3mfApyBHxMDckbPATDMBNUKIUek3rxltF3ScG2bvE>

Week 2: Academic libraries and higher education (Jan. 17)

Assignment(s):

- 1) Submit *Critical reading summary* to OWL Thursday, 11:55 pm; bring four copies with you to class
- 2) Jigsaw activity (in class)

Readings (you will be assigned one of the following):

- A. Guthrie, K. M. (2019, April 9). Challenges to higher education's most essential purposes. *Ithaka S+R Issue Brief*. <https://doi.org/10.18665/sr.311221>
- B. Stoffle, C. J., Allen, B., Morden, D., & Maloney, K. (2003). Continuing to build our future: Academic libraries and their challenges. *portal: Libraries and the Academy*, 3(3), 363–380. <https://doi.org/10.1353/pla.2003.0068>
- C. Quinn, B. (2000). The McDonalidization of academic libraries? *College & Research Libraries*, 61(3), 248–261. <https://doi.org/10.5860/crl.76.3.339>
- D. Edwards, A. (2019). Unsettling the future by uncovering the past: Decolonizing academic libraries and librarianship. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 14(1), 1-12. <https://doi.org/10.21083/partnership.v14i1.5161>

Supplemental

Austerity and university education w/ Alan Sears and Jessica Ireland. *Oats for Breakfast* [podcast]. <https://socialistproject.ca/podcast/austerity-and-university-education/>

Basen, I. (2014, Sept. 5). Class struggle. *The Sunday Edition* [podcast]. <https://www.cbc.ca/radio/thesundayedition/class-struggle-documentary-1.2756899>

Week 3: Academic libraries as White spaces (Jan. 24)

Assignment(s):

- 1) Reading reflection due Sunday, Jan. 19, 11:55 pm
- 2) Talk with an Academic Librarian Assignment due 11:55 pm, Thursday, Jan. 23; be prepared to discuss in class.

Readings:

Andrews, N. (2018). Reflections on resistance, decolonization, and the historical trauma of libraries and academia. In K. P. Nicholson and M. Seale (Eds.), *The politics of theory and the practice of critical librarianship* (pp. 181-192). Sacramento, CA: Library Juice Press. <https://osf.io/preprints/lissa/mva35/>

Beilin, I. (2017). The academic research library's White past and present. In Schlesselman-Tarango, G. (Ed.), *Topographies of Whiteness. Mapping Whiteness in Library and Information Science* (pp. 77-96). Sacramento, CA: Library Juice Press. <https://doi.org/10.7916/D82F94R2>

Supplemental

VanScoy, A., & Bright, K. (2019). Articulating the experience of uniqueness and difference for librarians of color. *The Library Quarterly*, 89(4), 285–297. <https://doi.org/10.1086/704962>

Week 4: Accountability, assessment, and “value” (Jan. 31)

Assignment(s): Reading reflection due Sunday, Jan. 26, 11:55 p.m.

Readings:

Association of College & Research Libraries and Oakleaf, M. (2010). *The value of academic libraries. A comprehensive research review and report. Executive summary* (pp. 1-12). Chicago, IL: ACRL. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_summary.pdf

Fisher, Z. (2018, April 13-15). Who succeeds in higher education? Questioning the connection between academic libraries and student success. Keynote address presented at *The Academic Library in Times of Change. California Association of Research Libraries (CARL) Conference 2018*. San Francisco, CA. http://conf2018.carl-acrl.org/wp-content/uploads/2018/08/fisher_whosucceedsinhighereducation_15April2018.docx

Week 5: Academic libraries as learning spaces (Feb. 7)

Assignment(s):

- 1) Reading reflection due Sunday, February 2, 11:55 pm
- 2) Short paper due Thursday, February 6, 11:55 p.m.

Readings:

Blummer, B., & Kenton, J. M. (2017). Learning commons in academic libraries: Discussing themes in the literature from 2001 to the present. *New Review of Academic Librarianship*, 23(4), 329–352. <https://doi.org/10.1080/13614533.2017.1366925>

Week 6: Academic library communities and their needs (Feb. 14) (no lecture)

Assignment(s):

- 1) Reading reflection due Sunday, February 9, 11:55 pm
- 2) Visit an academic library; Assignment due Sunday, February 23, 11:55 pm

Readings:

Paretta, L. T., & Catalano, A. (2013). What students really do in the library: An observational study. *The Reference Librarian*, 54(2), 157–167. <https://doi.org/10.1080/02763877.2013.755033>

Blankstein, M., & Wolff-Eisenberg, C. (2019, April 12). *Ithaca S+R US faculty survey 2018*. <https://doi.org/10.18665/sr.311199>. Read the following sections: Introduction, Executive Summary, Methodology, Discovery & Access, Teaching & Learning, Role of the Library.

Supplemental

Hungry and homeless in college. Interview with Sara Goldrick-Rab. (2018, April 16). *The Morning Show. Wisconsin Public Radio* [podcast]. Retrieved from <https://www.wpr.org/shows/hunger-and-homelessness-college>

Asher, A., Amaral, J., Couture, J., Fister, B., Lanclos, D., Lowe, M. S., ... Smale, M. A. (2017). Mapping student days: Collaborative ethnography and the student experience. *Collaborative Librarianship*, 9(4). Retrieved from <https://digitalcommons.du.edu/collaborativelibrarianship/vol9/iss4/7>

Week 7: Reading Week

Week 8: Service models: Liaison and functional specialization (Feb. 28)

Assignment(s)

- 1) Reading reflection due Sunday, February 23, 11:55 pm
- 2) Visit An Academic Library Assignment due Sunday, February 23, 11:55 pm

Readings:

Johnson, A. (2019). Connections, conversations, and visibility: How the work of academic reference and liaison librarians is evolving. *Reference & User Services Quarterly*, 58(2), 91-102. <https://doi.org/10.5860/rusq.58.2.6929>

D'Elia, M.J., & Horne, D. (2018). Leaving liaison behind: Reflections on the last decade. *Research Library Issues*, 294, pp. 8–15. <https://doi.org/10.29242/rli.294.2>.

Week 9: Collections (March 6)

Guest lecture: Samuel Cassady, Head, Collections & Content, Western Libraries

Assignment(s): Reading reflection due Sunday, March 1, 11:55 pm

Readings:

Rieger, O. Y. (2019, June 6). What's a collection anyway? *Ithaka S+R*. <https://doi.org/10.18665/sr.311525>

Horava, T., & Levine-Clark, M. (2016). Current trends in collection development practices and policies. *Collection Building*, 35(4), 97–102. <https://doi.org/10.1108/CB-09-2016-0025>

Week 10: Scholarly communication: Publishing, funding, and open access models (March 13)

Guest lecture: Courtney Waugh, Research & Scholarly Communication Librarian, Western Libraries

Assignment(s): Reading reflection due Sunday, March 8, 11:55 pm

Readings:

Regier, R. (2018, August 18). Let's all get angry about the Serials Crisis again. *A Way of Happening*. Retrieved from <https://awayofhappening.wordpress.com/2018/08/18/lets-all-get-angry-about-the-serials-crisis-again/>

Fister, B. (2010). Liberating knowledge: A librarian's manifesto for change. *Thought & Action: The NEA Journal for Higher Education*, pp. 83-90.
<http://beta.nsea-nv.org/assets/img/PubThoughtAndAction/A10Fister1.pdf>

Week 11: Librarians as researchers (March 20)

Guest lecture: Kristin Hoffmann, Research & Scholarly Communication Librarian, Western Libraries

Assignment(s):

- 1) Reading reflection due Sunday, March 15, 11:55 pm
- 2) Essay due Thursday, March 19, 11:55 pm

Readings:

Jacobs, H. L. M., & Berg, S. A. (2013). By librarians, for librarians: Building a strengths-based institute to develop librarians' research culture in Canadian academic libraries. *The Journal of Academic Librarianship*, 39(3), 227–31. <https://doi.org/10.1016/j.acalib.2013.02.003>.

Schroeder, R. (2014, Dec. 3). Exploring critical and indigenous research methods with a research community: Part II – The landing. *In the Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2014/exploring-the-landing/>

Supplemental

Smith, L. T. (2012). Introduction. *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.) (pp. 1-19). London: Zed Books. Available online in OWL.

Doucette, L., & Hoffmann, K. (2019). Conceptions of research among academic librarians and archivists. *Canadian Journal of Academic Librarianship*, 5, 1-25. <https://doi.org/10.33137/cjal-rcbu.v5.30417>

Week 12: Librarians as teachers; Information literacy (March 27)

Assignment(s): Reading reflection due Sunday, March 22, 11:55 pm

Readings:

Association of College & Research Libraries. (2016). *Information literacy framework for higher education*. Chicago, IL: ACRL. Retrieved from <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/framework1.pdf>

Douglas, V. A. (2019, June 12). Innovating against a brick wall: Rebuilding the structures that shape our teaching – TILC 2019 keynote. *libraries + inquiry* [blog]. Retrieved from <https://veronicaarellanodouglas.com/critlib/innovating-against-a-brick-wall-rebuilding-the-structures-that-shape-our-teaching-tilc-2019-keynote/>

Supplemental

Donovan, C. (2009, Aug.19). Sense of self: Embracing your teacher identity. *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2009/sense-of-self-embracing-your-teacher-identity/>

Tewell, E. (2016, Oct. 12). Putting critical IL into context. *In the Library with the Lead Pipe*.
<http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>

Week 13: Presentations (April 4)

Assignment(s): Presentations (5 groups*30 mins=150 minutes, 2.5 hours)

Week 14: Presentations, Wrap up (April 11)

Assignment(s): Presentations (4 groups*30=120 minutes, 2 hours)

Assignments and Grading

Reading reflections (10%, Weekly)

Each week, in response to a question provided by the instructor, you will write a one-page (single-spaced) reflection on the course readings. The purpose of this is to help you to engage critically with the readings in preparation for class discussions and activities and course assignments.

Formatting and Submitting Your Reflection(s)

- 1) Put your name, student number, and the date at the top of the page.
- 2) Give your reflection a title.
- 3) Use APA style for in-text citations and references.
- 4) Save your reflection using the following file-naming convention: Last Name_LIS9630_Reflection#, e.g. Nicholson_LIS9630_Reflection1.
- 5) Submit your reflection as an editable Word document (.docx file) via OWL by 11:55 p.m. Sunday.
- 6) Bring a printout with you to class.

Critical Summary + Jigsaw (5%; due Week 2, Thursday, Jan. 16, 11:55 p.m.)

For this two-part assignment, you be assigned one article (representing one piece of a bigger puzzle). You will prepare a one-page (single-spaced, double-sided) critical summary of your article. You will then explain this article to your classmates using a cooperative learning method called a “jigsaw.” Finally, as a class, we will work cooperatively to “solve the puzzle” presented in the four assigned readings.

Objectives and Assessment Criteria

- 1) Critical thinking and reflection about academic libraries and librarianship
- 2) Oral and written communication skills
- 3) Teamwork

Part A: Critical Reading Summary

A critical summary, sometimes called a critical review, evaluates the strengths and weaknesses of a text through description, analysis, and interpretation.

Instructions: Reading and Understanding Your Article

Start by skimming the article to determine the overall thesis/main argument, structure, and methodology or theoretical framework. This will help you better understand how the different elements fit together once you begin reading carefully.

Next, read the article carefully and critically. Identify the author's argument and position by examining the underlying assumptions, types of supporting evidence, and methods or theoretical frameworks used. What are the issues at hand? How does the author situate themselves in relation to existing research or discourse? What contribution does this article make? What are the strengths or weaknesses of the author's argument? Take notes on the text itself that help you to figure out what the text means and what you think about it.

Writing Your Summary

Prepare a one-page (single-spaced, double-sided) critical summary using the following as a general guide: University College London. (2019). *Writing a critique*. Retrieved from <https://www.ucl.ac.uk/ioe-writing-centre/critical-reading-and-writing/critical-review>.

Use the following headings and sections to structure your summary:

- 1) **Introduction (one paragraph):** Introduce the author(s) and the title. Describe the purpose of the text and summarize the main findings or key arguments. Briefly state your assessment of the text.
- 2) **Summary (one to two paragraphs):** Present a summary of the key points together with selected examples. Describe how the text is organized and briefly explain the author's purpose/intentions throughout the text.
- 3) **Assessment (one to two paragraphs):** Present a balanced analysis and assessment of the strengths, weaknesses, and notable features of the text. Paraphrase and summarize rather than quoting.
- 4) **Conclusion (one paragraph):** Restate the author's thesis and your overall opinion of the text. If necessary some further qualification or explanation of your judgement can be included.

Formatting and Submitting Your Assignment

- 1) Put your name, the name of the assignment, the course number, the name of the instructor, and the date at the top of the page. (You do not need a title page.)
- 2) Use the following title: Critical Reading Summary: "Article Title" (Author name, year of publication).
- 3) Use APA style for in-text citations and references.
- 4) Save your file using the following file-naming convention: Last Name_LIS9630_CriticalSummary.docx. Submit your assignment as an editable Word file (.docx) via OWL by Thursday, January 16, 11:55 pm.
- 5) Print four copies and bring them with you to class.

Part B: Jigsaw

Ahead of class

You will be assigned to two teams: a "home" team and an "away" team. Each member of your "home" team will read the same article as you; each member of your "away" team will have read a different article from you and the other team members.

During class

You will first join your “home” team. Working together, and drawing upon your respective critical reading summaries, you will clarify your mutual understanding of your article and discuss how to effectively explain it to your classmates. (20 minutes)

You will then join your “away” team. Working in order from A-D, each of you will explain the article you read to your fellow team members. Team members will be responsible for asking questions to ensure they understand each of the articles presented. (12 minutes*4=48 minutes)

As a class, we will put the pieces together to identify commonalities and differences across the articles and consider the bigger picture of higher education and academic libraries that emerges.

Talk with an Academic Librarian (in pairs; 10%; due Week 3, Thursday, Jan. 23, 11:55 p.m.)

For this assignment, you and a partner will talk with an academic librarian (names will be provided to you by the instructor). You will record and transcribe your talk and then reflect on what you learned about interviews as a qualitative research method and about academic libraries and librarians.

Objectives and Assessment Criteria

You will be assessed on:

- 1) Preparation and execution of the interview (oral communication skills)
- 2) Quality of the transcription
- 3) Critical thinking and reflection
- 4) Written communication skills (clarity of ideas, flow, style, concision, grammar, and formatting)

Before the interview:

- 1) Email your interviewee as soon as possible to arrange a convenient date and time for interview. Interviews may be conducted face-to-face or online using Zoom <https://wts.uwo.ca/zoom/index.html>.
- 2) Do some basic background research on your interviewee, e.g. what is their title? What kind of work do they do? Where do they work? What are their scholarly interests? Are they a member of any professional associations?
- 3) Download and review the interview guide (available in OWL). Make any formatting changes you need to make it work for you (e.g. do you want one question per page?)
- 4) Decide how you will conduct the interview: who will ask which questions? How will you record the interview? What kind of recording back-up will you have? What kinds of notes will you take?

After the interview, please email your interviewee to thank them.

Part A: Transcription

Transcribe the talk following the guidelines provided in Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. *Family Practice*, 25(2), 127–131. <https://doi.org/10.1093/fampra/cmn003> (use single-spacing).

Check your work:

- 1) Is your transcription clear and easy to read (questions bolded, responses not bolded, new line for each speaker)?
- 2) Are the pages numbered?
- 3) Have you used line-numbering?

- 4) Have you removed any identifying information (names/places)?

Part B: Reflection Paper

Write a brief reflection paper (3-4 pages, single-spaced) (one paper per group).

- 1) Describe the interview itself. Briefly describe your interviewee and the setting. Be sure to omit any identifying information.
- 2) Using examples from the transcript, write one or two paragraphs that answer the following questions. How successful were you in
 - a) Explaining the project (including human subjects aspects)?
 - b) Establishing rapport?
 - c) Asking clear, short, open-ended questions?
 - d) Using probes to elaborate meanings?
 - e) Listening carefully?
 - f) Eliciting detailed responses to the questions?
- 3) Did the interview feel like a conversation? If so, what was your input into the conversation? How might you have influenced the conversation with your words or actions? Did the setting influence or constrain the interview? In what ways?
- 4) Describe how you went about transcribing the interview. What hardware/software did you use? Explain the decisions did you make when transcribing the interview and why you made them.
- 5) What did you learn about interviews as a research method? What would you do differently next time? What suggestions for improvement do you have for your own interview techniques?
- 6) Describe two or three key insights that you gained about academic librarians.

Formatting and Submitting Your Assignment

- 1) Submit your assignment as a single Word document in the following order: Transcription, Reflection.
- 2) Include a title page with your names, the name of the assignment, the course number, the name of the instructor, and the date.
- 3) Save your file using the following file-naming convention: Last Name1 _ Last Name2 _ LIS9630 _ InterviewAssignment.docx. Submit your assignment as an editable Word file (.docx) via OWL by 11:55 pm, Thursday, January 23. Be prepared to discuss the interview in class on Friday.

Short Paper (15%; due Week 5, Thursday, February 6, 11:55 p.m.)

This assignment asks you to reflect on the broader socioeconomic and political context of higher education and its impact on academic libraries and librarianship.

Objectives and Assessment Criteria

- 1) Reading comprehension (understanding the current context of higher education, academic libraries, and librarianship)
- 1) Critical thinking and reflection
- 2) Summarizing and synthesizing for specific audiences
- 3) Effective use of supporting evidence from the readings
- 4) Written communication skills (clarity of ideas, flow, style, concision, grammar, and formatting, including APA style)

Instructions

Drawing upon the course readings from Weeks 1-4 inclusively, in the first part of your paper, give an account of the current state of higher education in the West and outline the challenges and opportunities facing universities and colleges. In the second part, describe some of the ways that academic libraries and librarians have adapted in response to these challenges. Provide specific examples of changes to library services, spaces, and the profession itself and be sure to make connections between the context of higher education and the response, i.e. beyond describing the change, discuss what challenges or opportunities it seeks to address. Finally, consider what this might mean for you as a future academic librarian. What kinds of knowledge, skills, and aptitudes will you need to be successful in this environment?

Formatting and Submitting Your Assignment

- 1) Your paper will be 5-7 pages (excluding references), double-spaced, using an 11 or 12 point font.
- 2) Include a title page with the following information: title of your paper, your name, your student number, date, instructor name, course number.
- 3) Include page numbers.
- 4) Use APA style for in-text citations and references.
- 5) Save your paper using the following file-naming convention: Last Name_LIS9630_ShortPaper.docx.
- 6) Submit your paper as an editable Word document (.docx file) via OWL by 11:55 p.m., Thursday, February 6.

Resources

Purdue Online Writing Lab. (1995-2019). *APA formatting and style guide*.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html

Visit an Academic Library (15%; due Week 8, Sunday, February 23, 11:55 p.m.)

The purpose of this assignment is to give you experience writing a short literature review. You will also visit an academic library, thereby engaging experientially with the ideas and concepts about library spaces and users presented in the course readings to date.

Objectives and Assessment Criteria

- 1) Reading comprehension
- 2) Critical thinking and reflection about academic libraries as spaces and the ways that space influences user behaviours
- 3) Preparation for and execution of a qualitative research method commonly used in academic libraries (field observation)
- 4) Effective use of supporting evidence from the readings
- 5) Clarity of ideas, flow, style, concision, grammar, and formatting, including APA style.

Before your observation, read the following:

Ramsden, B. (2016). Ethnographic methods in academic libraries: A review. *New Review of Academic Librarianship*, 22(4), 355–369. <https://doi.org/10.1080/13614533.2016.1231696>

Visiting the Library

Pick a main or branch academic library. Go to the library and hang out for at least an hour. While you are there, do not do anything that would identify you as a “researcher” (such as standing at the circ desk with a clipboard

and counting the numbers of people who are buying/ borrowing books). Establish a role for yourself that is appropriate for the activity, e.g., you could be a participant observer borrowing a book; you could be a non-participant observer just watching what happens; you could be at a desk in the library “studying.”

You may already be familiar with the library that you have picked, and if so, your task for this assignment will be to observe the scene with new eyes and to ask questions about it that you may not have asked before such as:

- What is really happening this setting? Who is doing what?
- What attracts people to this setting?
- What are the rules of behaviour in this setting? Who makes/upholds those rules? What activities seem to be official/accepted and which seem to be unofficial/transgressive? How do you know?
- Are there different roles for people to take in this setting and if so, what are they?
- How is the physical environment conducive (or not) to the activities that are taking place?

Part A: Literature Review

Literature reviews are a fundamental component of academic writing. The purpose of a literature review is to summarize and synthesize the arguments and ideas of others, resulting in a guide or overview of a particular topic. In the first part of your paper, you will write a review of the course literature on library spaces and users, i.e. Beilin (2017), Blummer and Kenton (2017), Paretta & Catalano (2013), Blankstein & Wolff-Eisenberg (2019). You may also address other course readings as appropriate.

Prepare a literature review (approximately three pages, double-spaced). Identify the key themes in the readings, and organize your review accordingly. Within each theme, address the texts chronologically. Do not simply address the sources one by one; instead make connections between them. Discuss only the most important points in each source. Use evidence from the texts to support your ideas. Use direct quotations sparingly; instead, paraphrase and summarize.

Part B: Report on the Visit

In the second part of your paper, report on your visit to the library (approximately three to four pages, double-spaced).

- 1) Describe the physical setting itself in terms of all the relevant characteristics. If relevant to what you report in your observation section, do a map or schematized layout.
- 2) Comment on the role that you chose (participant/ non-participant) and why you chose it.
- 3) Report on your findings. What did you notice about this setting as a result of your close observations? (Although you will probably have observed a lot of stuff, for this assignment highlight some key themes that you think are significant.) For example, did you observe students or faculty engaged in any of the behaviours reported in the literature? Is this library as a white space, like the Butler Library at Columbia University (Beilin, 2017)? Why or why not? Provide specific examples from your observation and the texts to support your ideas.
- 4) Now reflect on field observation as a research method in academic libraries. What kinds of things were you *not* able to determine, using observation alone? What kinds of things did you find problematic as you were engaged in this method. What did you find fruitful about the method?

Formatting and Submitting Your Assignment

- 1) Your paper should be 6-8 pages (excluding references), double-spaced, using an 11 or 12 point font.

- 2) Include a title page with the following information: title of your paper, your name, your student number, date, instructor name, course number.
- 3) Use APA style for in-text citations and references.
- 4) Include page numbers.
- 5) Save your paper using the following file-naming convention: Last Name_LIS9630_FieldObservation.docx.
- 6) Submit your paper as an editable Word file (.docx) via OWL by 11:55 p.m., Sunday, February 23.

Resources

University of North Carolina at Chapel Hill. The Writing Center. (2019). *Literature reviews*. Retrieved from <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

Essay (20%, due Week 11, Thursday, March 19, 11:55 p.m.)

This assignment asks you to critically reflect on two of the readings below and consider how they contribute to your existing knowledge and challenge your assumptions about leadership, libraries, and librarianship as a profession. More information about the essay topic will be provided in class.

Objectives and Assessment Criteria

- 1) Reading comprehension
- 2) Understanding issues related to academic libraries and librarianship
- 3) Critical thinking and reflection
- 4) Summarizing and synthesizing for specific audiences
- 5) Written communication skills (clarity of ideas, flow, style, concision, grammar, and formatting, including APA style)

Formatting and Submitting your Assignment

- 1) Your paper should be 8-10 pages (excluding references), double-spaced, using an 11 or 12 point font.
- 2) Include a title page with the following information: title of your paper, your name, your student number, date, instructor name, course number.
- 3) Use APA style for in-text citations and references.
- 4) Include page numbers.
- 5) Save your paper using the following file-naming convention: Last Name_LIS9630_Essay.
- 6) Submit your paper as an editable Word file via OWL by

Resources

Purdue Online Writing Lab. (1995-2019). *APA formatting and style guide*.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_boks.html

Group Presentation (15%; Weeks 13 & 14)

Group presentations are common at professional conferences; individual presentations on an assigned topic are a mainstay of the hiring process for academic librarian and archivist positions. The Group Presentation assignment will provide you with an opportunity to practice your presentation and teamwork skills, and to demonstrate your knowledge and understanding of key issues affecting our profession, as well as your ability lead audience members in a thoughtful and stimulating discussion.

More information about the group presentation and a list of topics will be provided in class.

Objectives and Assessment Criteria

- 1) Effective team work
- 2) Critical thinking about an important issue in academic libraries or librarianship
- 3) Application of an instructional design model (BOPPPS)
- 4) Summarizing and synthesizing for specific audiences
- 6) Written and oral communication skills, including clarity of ideas, flow, engagement with the audience, concision, grammar, and formatting, including APA style.

The presentation is worth 15% of your final grade. All team members will receive the same grade. All team members must deliver an approximately equal section of the presentation.

Audience members will complete a feedback form (provided by the instructor) and submit it to the instructor at the end of each presentation. This feedback will be taken into consideration in the evaluation.

Resources

Ross, C.S. & Nilsen, K. (2013). *Communicating professionally*. Chicago: Neal Schuman. Available in the FIMS Graduate Library. Chapter 7. Working in groups (Sections 7.1-7.5 and 7.7); Chapter 8. Making Presentations (Sections 8.1 and 8.3)

Purdue Online Writing Lab. (1995-2019). *APA formatting and style guide*.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html

Class Participation (10%)

Class will be conducted as a forum for discussion. Students are expected to have read the assigned material and come to class prepared to discuss, critique, and analyze these readings. Discussions and activities will involve clarifying or defending points of view, commenting on and/or critiquing the literature, analyzing perspectives brought up in the literature and by classmates, and identifying what is missing from the debate. Factors to be considered in class participation include, but are not limited to: positive presence (attentive, participatory, and engaged), preparation, attitude, group interaction, and contributions (i.e. active participation, bringing outside sources into class for possible discussion and analysis, etc.). Guidelines for participation grades can also be found in the *MLIS Handbook*.

Technology Use Policy

As a courtesy to the instructor and to your fellow classmates, please limit the use of electronic devices (laptops, tablets, mobile phones) for purposes that only support the intellectual climate of the classroom. In other words, kindly do not use these devices for excessive email checking, social media use, etc. In an age of distraction and

information overload, the university classroom can still play a role as a space for meaningful inquiry, communication, and engagement. Limiting non-essential uses of Internet-enabled devices in the classroom can play a large role in helping to foster this potential.