

Western University  
Faculty of Information and Media Studies  
Venue: Zoom & OWL  
Schedule: Zoom Tuesdays, 13:30 – 15:00

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**ACADEMIC LIBRARIES  
GRADLIS 9630  
COURSE OUTLINE  
Winter 2022**

Revised 2021-12-22. Changes from 2021-12-13 version are highlighted.

## 1. COURSE DESCRIPTION

Academic libraries are complex organizations. This course focuses on the changing environment of academic libraries and the evolving roles of academic librarians.

Topics covered include:

- Academic libraries in the context of institutions of higher learning.
- Strategic issues and trends, including scholarly communication and publishing, funding and access models, physical and digital library spaces and communities, and performance measures and assessment.
- User populations, their needs and information-seeking behaviour.
- Impact of digital resources on collections, access, services and instruction.
- Academic librarians as information specialist, educator, scholar and leader.

The course is organized into five modules (broad themes) – Introduction and Context, Academic Library Users, Environment and Infrastructure, Roles for Academic Librarians, and Conclusion – with one or more weekly lessons (specific topics) associated with each module. Over the thirteen lessons of the course, we will explore these aspects at a necessarily high level. It is hoped that the readings, assignments and learning activities will offer you the opportunity to explore areas of special interest to you in more depth.

## 2. COURSE - LEVEL LEARNING OUTCOMES

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

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

### 3. COURSE DELIVERY & SCHEDULE (confirmed for January; February - April TBD)

Classes will be conducted asynchronously using OWL, Western's learning management system (login at <https://owl.uwo.ca/portal/>), complemented by weekly synchronous Zoom sessions to be held from 13:30 – 15:00 on Tuesdays. (Depending on class size, a second session may be necessary.)

Lessons and Core Readings will be posted in OWL. Students are expected to prepare for each week's topic by reading, and reflecting on, posted lesson content and recommended literature, and to participate actively in weekly class discussions and other learning activities.

### 4. COURSE MATERIALS

There is no textbook for the course. Each week's lesson includes a short list of Core Readings that all students should read for background. Core Readings (full-text) for all lessons are available in OWL from the start of the course, posted with the relevant lesson.

Additional readings are listed as part of each week's lesson. Most of the additional readings are available online through Western Libraries' licenses for digital resources; some are available freely over the Internet. Readings that would be difficult to retrieve in the published literature or through a Web link will be posted in OWL with the relevant lesson, labelled as Other Readings.

General course documents are posted in OWL in Lesson 0 (zero), where you will find the *Course Outline* (this document) and the *Journal Club Schedule* (assigned weeks and topics) as well as other documents that emerge during the course.

### 5. CITATION STYLE

You are free to choose your preferred citation style (e.g., APA, MLA, Chicago), but please be consistent in its use. Include sufficient bibliographic detail to allow the referenced material to be retrieved by the instructor and course colleagues. DOIs are appreciated but not required. See Purdue's University's OWL (Online Writing Lab) for guidance on writing, organizing your work, and citing sources. [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

### 6. METHODS of EVALUATION

Essays – two (2) at 25 %	50 %
Selected from topics associated with weekly lessons; 1 <sup>st</sup> essay is due by the end of week 4; 2 <sup>nd</sup> essay is due by the end of week 12.	
Site Visit Report	20 %
Physical and virtual spaces of an academic library or related institution; due by the end of week 8.	
Journal Club	15 %
Critical analysis of peer-reviewed article; includes presentation and facilitation of class discussion; presenter role once per term in assigned week.	
Participation	15 %
Contributions to weekly class discussions and learning activities; audience role for Journal Club.	

Detailed assignment requirements will be posted in OWL. Assignments, including participation activities, must be submitted in OWL.

## 7. 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 [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf).

See also *Policies & Procedures - Academic Offences* posted on the FIMS Graduate Intranet. For guidance in using copyrighted materials in an informed and responsible manner, see Western's copyright site <http://copyright.uwo.ca/>, managed by Western Libraries.

Students are expected to analyze and synthesize the literature, and present their own ideas, observations and opinions on assignment topics. Students must write assignments in their own words. Whenever students take an idea, or a passage, from another author, they must acknowledge the source both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism (the unacknowledged use of another's work) is one of the most serious academic offences, as it involves fraud and misrepresentation.

Note that extensive use of quotations (more than 20% of word count) that artificially inflates the word count is considered "insufficiently original" and will be judged accordingly.

## 8. SUPPORT SERVICES

Students who are in emotional or mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of help options.

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating and accommodating persons with disabilities in their respective graduate programs.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic programs. With the appropriate documentation, the student will work with both AEW and their graduate program to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

The Writing Support Centre offers seminars and online writing assistance for graduate students at <http://writing.uwo.ca/gradspostdocs/index.html>.

## 9. OFFICE HOURS & COMMUNICATION

### **Synchronous**

Zoom sessions are scheduled from 13:30 - 15:00 on Tuesdays. (Depending on class size, a second session may be necessary.) Individual telephone or video/audio meetings can be arranged upon request, using the Messages tool in OWL or Western email [jgarnett@uwo.ca](mailto:jgarnett@uwo.ca) or (in urgent situation) voice/text 519-868-5793 (instructor's cell).

### **Asynchronous**

Use the Messages tool within OWL or Western email [jgarnett@uwo.ca](mailto:jgarnett@uwo.ca). Include the course number (GRADLIS 9630) in the subject line on all email to the instructor. Responses will be provided within 24 hours.

**GRADLIS 9630 (WINTER 2022)**  
**COURSE SCHEDULE** (confirmed for January; February - April TBD)

Week	Module	Lesson	Requirements
Week 1 Jan 11	Module A Introduction and Context	Lesson 1 Course Objectives, Content, Evaluation Introductions Strategic Issues in Academic Libraries	Class Learning Activities (Zoom & OWL)
Week 2 Jan 18		Lesson 2 The Academic Library in Context Scholarly and Professional Literature	Class Learning Activities (Zoom & OWL)
Week 3 Jan 25	Module B Academic Library Users	Lesson 3 User Needs – the Student Liaison Librarian Model	Class Learning Activities (Zoom & OWL) Journal Club
Week 4 Feb 1		Lesson 4 User Needs – the Researcher Information Seeking Behaviour	Class Learning Activities (venue TBD) Journal Club Essay (1 <sup>st</sup> due end of week 4)
Week 5 Feb 8	Module C Environment and Infrastructure	Lesson 5 Scholarly Communication – Part 1 Open Access & Institutional Repositories	Class Learning Activities (venue TBD) Journal Club
Week 6 Feb 15		Lesson 6 Scholarly Communication – Part 2 Research Data Mgmt & Digital Scholarship	Class Learning Activities (venue TBD) Journal Club
MLIS Research Week (Feb 21 – 25) – No Class			
Week 7 Mar 1	Module C (cont'd) Environment and Infrastructure	Lesson 7 Assessment Performance Measures & Surveys	Class Learning Activities (venue TBD) Journal Club
Week 8 Mar 8		Lesson 8 Library Space Library-as-Place & Place-as-Library	Class Learning Activities (venue TBD) Journal Club Site Visit Report (due end of week 8)
Week 9 Mar 15	Module D Roles for Academic Librarians	Lesson 9 Librarians as Educators Information Literacy	Class Learning Activities (venue TBD) Journal Club
Week 10 Mar 22		Lesson 10 Librarians as Scholars Evidence-based Librarianship	Class Learning Activities (venue TBD) Journal Club
Week 11 Mar 29		Lesson 11 Librarians as Leaders and Managers Professional Development	Class Learning Activities (venue TBD) Journal Club
Week 12 Apr 5		Lesson 12 Academic Status and Faculty Status Academic Rights & Responsibilities	Class Learning Activities (venue TBD) Journal Club Essay (2 <sup>nd</sup> due end of week 12)
Week 13 Apr 12	Module E Conclusion	Lesson 13 The Future of Academic Libraries/Librarians Preparing for the Job Search	Class Learning Activities (venue TBD) Journal Club