

**Summer 2015
HYBRID Course
INSC 548: Federal Libraries and Information Centers**

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NOTE: Instructor reserves the right to adjust the syllabus.

Graduate Teaching Assistant: To be announced

Technical Support: To be announced

COURSE DESCRIPTION:

This course is an introduction to federal libraries. Federal libraries are information centers developed and maintained to support the research and development efforts of U.S Government departments and agencies. We will explore the basic principles of information organization and representation in a variety of federal libraries and explore their staff methods for providing effective access and retrieval based on users' needs. We will study the underlying frameworks of information organization that include: identifying and defining information; distinguishing, describing, and indexing intellectual works; current approaches and standards in use; and organizational tools and processes, as well as access and retrieval decisions, including digitization efforts and public access catalogs. Additional topics will include federal policy related to federal libraries and specific training and issues and trends related to employment in specialty federal libraries.

PREREQUISITES:

None. This is not a required course for the degree.

COURSE GOALS:

The course is intended to prepare students to evaluate the principles of information organization and representation in federal libraries and evaluate methods for providing effective access and retrieval based on users' needs in the context of various federal libraries. Additional topics, including current government initiatives, gray literature, knowledge management, resource sharing, and trends in federal information center staffing will also be addressed.

Upon satisfactory completion of the course, the student will:

- Evaluate and articulate an understanding of the practices employed and major challenges faced by federal libraries and information centers
- Demonstrate the knowledge gained from study of the resources, publications, and specialized services of participating organizations and individual research

- Understand the variety of information professional roles and avenues to employment in the three branches of the federal government
- Demonstrate communication and presentation skills through participation in online and class discussion and site visits
- Understand the principles of representing information to facilitate information access and retrieval based upon the context of different federal information centers and intended users' needs and expectations
- Understand access and accessibility decisions based upon the context of different federal information centers and intended users' needs and expectations

METHODS OF TEACHING/LEARNING:

Interactive teaching, active learning, and critical and creative thinking are vital to the success of this course. The design of the course incorporates these components into the processes of teaching and learning. The sessions of the course consist of lectures, site visits, discussions, and individual and group work.

During class sessions, the class time will be divided into a lecture or site visit period followed by discussion that will allow you to apply material covered in the course. Your role as an active participant is to apply the information covered and theory from other coursework to understand and evaluate the principles and systems of information organization and user access decisions made in the various federal information centers. This will require self-motivation on your part outside of class hours in order for you to gain maximum benefit from this class and train yourself to become a capable and competent information professional.

Your UTK email address will be used as default for all communications in this course. You should be familiar with the following resources: Online@UT for Blackboard (<https://online.utk.edu/>) and Blackboard Collaborate. You must make sure to regularly visit the online class space because class announcements, updates, assignments, and class discussion boards will be made available via Blackboard.

COURSE MATERIALS:

All required class readings are available online via the Blackboard course. *Please see the Blackboard course for details.*

ASSIGNMENTS AND DUE DATES:

Blackboard is the primary vehicle for the graded asynchronous portions of this course. These aspects consist of the discussion board, which is a major avenue for learning and demonstrating learning in this course, and assignment submission. *Students should prepare for possible problems when assignments involve using computers and online resources. It is the student's responsibility to ensure all assignments are on time, regardless of computer issues. Plan ahead.*

Assignment	Rubric	Due Session # or Date	Percentage of Final Grade
Paper 1: Précis and selected article (3-6 pages)	yes	7/13	20%
Completed metrics sheets for federal information centers	no	7/28	10%
Contributions on discussion board <ul style="list-style-type: none"> • introduction posts on Blackboard (DUE 6/19) • jigsaw articles on Federal Depository Library Program (DUE 6/21) • “briefing” paper on scheduled site visits (DUE 7/8) • virtual tour debriefing (DUE 7/13) • visits debriefing discussion (DUE 7/30) • general participation on discussion board (ongoing) 	yes – generic and tailored rubrics	various due dates	30%
Presentation: analysis of federal library/information center (6 minutes)	yes	Session 4 & Session 5 8/1 and 8/2	10%
Final paper: analysis of federal library/information center (6-8 pages)	yes	8/3 5:00 PM	25%
General participation and reflection	no	N/A	5%

Late submission is subject to point deduction (5% of total value per day) and will not be credited if the graded assignments have been returned. Mark your calendars for due dates.

Format: All assignments should be typed and handed-in via the online Blackboard course site. Use a 12-point font and single or 1.5 spacing. Submissions without identity cannot be credited.

EVALUATION CRITERIA:

Contributions to the Discussion Board

You are expected to participate in online discussions on class materials via the online Blackboard course site.

- The individual discussion forum will dictate the type of post that is expected for full credit.
- The additional expectation is that participants will make a minimum of two original, quality postings to each **required** forum.

- For **most** discussion board activity, there will be date ranges indicated. ***IF*** timeframes/date ranges have not been indicated in the forum instructions, postings may be made at any time during the term (not later than August 2, 2015).

The objective of our joint discussion board learning is sharing new materials on class topics with a review (in our own words) of the shared materials and/or responding in a substantive and meaningful way to the postings by other participants.

Your reviews (at least 200 words) may include discussion of materials posted, reflections on the materials posted, strengths and/or weaknesses of the materials, relevance of the materials to the class topics and/or profession, etc. These new materials must add significant contributions to the topics covered in class and present your responses about the shared materials.

Your responses (at least 200 words) may include your reactions to each other's shared materials, pros/cons to arguments presented, etc. Your response should be more substantial than mere agreement or disagreement with your colleagues via sharing your rationale and critical insight.

You may be asked during specific classes during the semester to make additional posts about activities mentioned during the particular class. This is to ensure that you are attentive and listening to all class content during the semester. The instructor will not give separate comments (and grades) on these contributions beyond checking that the posts meet the described criteria of expectation (e.g., on topic, meeting word count, etc.). This is because the purpose of this assignment is to promote information exchange, develop expertise, and build a community of sharing.

NOTE: Full class participation is expected.

This is partially a SYNCHRONOUS DISTANCE EDUCATION course (as compared to an ASYNCHRONOUS distance education program or correspondence) which means that participants meet at times in person and at times using the UTK provided software. During software-mediated class meetings, participants will all sign up during that time discuss aspects of the course. You must purchase a headphone with microphone to participate actively in the class.

Listening to class lecture and discussion is important; it is considered essential to learning via this electronic mode of interaction. You will be able to listen to the playbacks if you have to miss a class, since you are still responsible for the materials covered. Completing the assigned readings and contributing to discussions on Blackboard are essential and will be counted as a substantial part of this grade.

Evaluation and Grading

Evaluation of your work is based on **quality**, not quantity. Thus, all assignments should be **concise, specific, organized**, and follow **the instructions**; they must be turned in by the indicated **deadlines**.

Grading by its very nature is a subjective process, and it is virtually impossible to design exercises that can be objectively quantified with precise numeric scores. Sometimes, mathematical and administrative errors in grading occur; you are entitled to request for a review. Please make your request immediately after the distribution of the assignments, preferably in writing to me; after one week, the grades reported to you are final.

Please review the **rubric** provided for each major assignment carefully. These rubrics should assist you in ensuring that your efforts receive the maximum points when evaluated. Correct grammar is considered an important component of communicative competence. Email and discussion board activities may be somewhat more informal in manner, although work of a professional caliber is expected. Presentations may also be made in a less formal style. The key assignments should be delivered in formal, academic prose.

All assignments will be evaluated using the assignment rubrics. Scores will be presented as fractions (score earned divided by score possible) of the total points possible for each respective assignment. Final course grades will be presented as letter grades ranging from A to F based on the point distribution indicated below.

A	96 - 100
A-	93 - 95
B+	89 - 92
B	86 - 88
B-	83 - 85
C+	79 - 82
C	75 - 78
C-	70 - 74
D	66 - 69
F	65 and below

INCOMPLETES:

Since the instructor works part-time for the University, incompletes will not be issued unless a substantial portion of the required course work has already been satisfactorily completed. The decision to grant an incomplete is at the discretion of the instructor.

ACADEMIC INTEGRITY:

“The responsibility for learning is an individual matter. Study, preparation, and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic integrity requires that all

work presented be the student’s own work, not only on tests, but in themes, papers, homework, and class presentation. ...” (*Hilltopics 2004-2005 Student Handbook*, The University of Tennessee, Knoxville, p. 40). Cheating, plagiarism, providing unauthorized help and other acts of dishonesty violate the rule of academic honesty; the offender will be subject to penalties as set forth in *Hilltopics*.

SPECIAL NEEDS:

If you need course adaptations or accommodations because of a documented disability, or if you have an emergency, please contact the Office of Disability Services at 2227 Dunford Hall, Knoxville, or at (865) 974-6087. This will ensure that you receive adequate services to meet your needs.

DIVERSITY:

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community (see <http://www.cci.utk.edu/diversity-statement> for CCI’s full Diversity Statement).

SCHEDULE:

The course schedule is subject to change due to unforeseen circumstances.

POLICY ON INCLEMENT WEATHER & UNFORESEEN CIRCUMSTANCES:

If the university is officially closed, classes will be canceled. I may revise the schedule after the missed session. Any type of arrangements will be discussed with you in advance and announced in class or via e-mail.

COURSE OUTLINE:

Session #	Topics	Readings Due	Assignments Due
1 June 11	<ul style="list-style-type: none"> • Course Overview • Syllabus, Assignments, and Grading • Federal Libraries Overview • History of Federal Libraries • FEDLINK • Federal Depository Library Program (FDLP) 	N/A	N/A

Session #	Topics	Readings Due	Assignments Due
2 June 25	<ul style="list-style-type: none"> • FDLP Recap • Applying Questions & Metrics (mandatory discussion board) • Crowdsourcing • Employment Trends • Guest Lecturer – Personal Experience & Employment Trends 	<ul style="list-style-type: none"> • “Handbook of Federal Librarianship” – Section IV • FDLP readings for jigsaw/discussion – 2 of pre-selected or 1 and 1 of own choice • USGS Library Web site • questions for site visits • metrics for site visits <p><i>optional</i></p> <ul style="list-style-type: none"> • Circular A-130 Rev • FEDLINK Web site 	<ul style="list-style-type: none"> • Introduction posts on discussion board (due by 6/19) • jigsaw articles on Federal Depository Library Program (due 6/21) • select institution for “briefing” paper • Schedule interview/visit for proposed final paper topic • Doodle polls for presentation time slots

3 July 9	<ul style="list-style-type: none"> • Updates • Tentative: Guest Lecturer –Virtual Tour of USAID Library <ul style="list-style-type: none"> ○ apply metrics and questions • Knowledge Management • Grey Literature • Logistics for site visits 	<ul style="list-style-type: none"> • USAID readings in Course Materials • readings for employment trends discussion in Course Materials • FLICC/FEDLINK Competencies, “Hiring a Federal Librarian” (http://www.loc.gov/flicc/publications/Lib_Compt/2011/2011C_ompencies.pdf) • Hiring a Federal Librarian Checklist (http://www.loc.gov/flicc/about/FLICC%20WGs/hr/hiring.pdf) • readings for crowdsourcing discussion 	<ul style="list-style-type: none"> • Paper 1: Précis and selected article (DUE 7/13) • discussion board postings <ul style="list-style-type: none"> ○ “briefing” paper (DUE 7/8) ○ USAID virtual tour (DUE 7/14) ○ employment trends (DUE 7/14) ○ crowdsourcing (DUE 7/14)
VISITS July 16 – July 22, 2015	<ul style="list-style-type: none"> • Federal Library and Information Center Operations • Competencies & Job Searching 	<ul style="list-style-type: none"> • Read other participants’ “briefing” papers/posts about the various sites – no later than 7/10/15 for initial discussion 	<ul style="list-style-type: none"> • review and discuss briefing papers, Web sites, etc., as prep for the site visits • discussion board postings <ul style="list-style-type: none"> ○ response to “briefing” paper post DUE midnight before the intended site visit
July 16	•		
July 17	•		
July 20	•		
July 21	•		
July 22	• Library of Congress		
4 July 30	<ul style="list-style-type: none"> • Trends in federal libraries • Presentations 		<ul style="list-style-type: none"> • Metrics sheets for all tours (DUE 7/28) • presentations (DUE Sessions 4 & 5)
5 July 31	<ul style="list-style-type: none"> • Presentations • Course Recap • Evaluations 		<ul style="list-style-type: none"> • federal information center paper (DUE 8/3 -- 5 PM)

I encourage participants to provide feedback and comments on the course at any time so that I may adjust the syllabus and/or teaching plan accordingly. All assignments are due as identified.