Course Syllabus

LI862XI

Current Issues in Technology: Managing Licensed Electronic Resources in Information Organizations

Fall Semester 2014

Faculty:  Dr. Sarah W. Sutton
E-mail: ssutton3@emporia.edu
Primary Phone: (620) 341-5816
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet, begins 8/18

Important Dates for Fall 2014

8/18 First Day of Class  8/29 Last Day to Add/Drop  9/1 Labor Day (ESU closed)
10/24 Last Day to Withdraw 11/11 Veteran’s Day (ESU closed) 11/26-30 Thanksgiving (ESU closed)
12/5 Last Day of Classes 12/13 Commencement 12/16 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

The course focuses on selected topics of current significance within the context of information technology. Issues in hardware, software and thoughtware in the context of information studies will be analyzed. The dynamic relationship among computers, video, telecommunication, mass storage devices, and audio will be explored. (Approved 1/1/2008)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
<th>NASIG Core Competence(s) for E-Resources Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Articulate the particular role that e-resources management plays in the work of the library or information center as a whole.</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 Demonstrate theoretical and practical knowledge of the structures, hardware, and software underlying the provision of access to e-resources, and their interrelatedness.</td>
<td>4</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3 Recognize issues relevant to e-resources management, know where to look in the literature and in other information resources (e.g. websites, discussion lists) to understand them.</td>
<td>2</td>
<td>1, 3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4 Summarize and explain each stage of the life cycle of e-resources.</td>
<td>2</td>
<td></td>
<td>2A</td>
<td>1</td>
</tr>
<tr>
<td>5 Communicate effectively, promptly, and consistently, verbally and in writing, with a broad range of audiences by tailoring the message(s) to the circumstances and to the audience as needed.</td>
<td>1</td>
<td>1, 4</td>
<td>1J</td>
<td>4.1</td>
</tr>
<tr>
<td>6 Analyze the evolving relationships among publishers, vendors, information organizations, and users.</td>
<td>1</td>
<td>3</td>
<td>1J</td>
<td>4</td>
</tr>
<tr>
<td>7 Design appropriate e-resource assessments.</td>
<td>4</td>
<td>2</td>
<td>4C &amp; 4D</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved NYA

NASIG Core Competencies for E-Resources Librarians:
http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=1225
Course Overview

An in-depth exploration of the selection, acquisition, licensing, accessibility, linking, branding, evaluation, cost control, and preservation of licensed electronic resources in information organizations. Covers the management of e-content types used in a variety of information organizations including books, serials, audio, video, citation indexes, and large data sets, as well as aggregating technologies and the management systems used to control the administrative metadata for electronic resources. Discusses current trends, problems, and issues related to managing licensed electronic resources in information organizations such as licensing, legal issues, scholarly publishing, open access, open-source technology, purchasing models, and assessment models.

Instructor Contact Information

(My email address and phone number are included at the top of the syllabus.)

Office hours are those hours that I set aside exclusively for communicating with you, however you are welcome to contact me at any time through any means. During office hours I will endeavor to reply to you immediately. During other times, I will make every effort to reply within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as I possibly can. I do reserve the right not to respond to communication during evening hours or on the weekend (outside of office hours). My weekend is generally Sunday and Monday.

If you email me outside of Canvas, please always include the course number (e.g. LI862) in the email subject line. All of the email that I receive with that in the subject line goes into a special folder in my Outlook mailbox and these are the ones I always answer first.

Required Readings


There is not a required textbook for this course. Required readings will be assigned for each weekly module. Some, but not all, are identified below in the Tentative Course Schedule. Full citations will be made available to you through Canvas. I will provide you with copies of readings that are not available to you through the WAW Library's electronic resources. Those that are available through the WAW library, I will expect you to find for yourself. I expect you to be proficient in the use of all WAW Library resources or to become so by asking a librarian for assistance.
Learning Activities

Learning activities encompass assignments (described briefly below) as well as other activities in which students are expected to participate.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td>1, 4</td>
<td>8/24 &amp; 12/7</td>
<td>10 (2 @ 5 ea.)</td>
</tr>
<tr>
<td>Librarian interview</td>
<td>3, 5, 6</td>
<td>10/5</td>
<td>20</td>
</tr>
<tr>
<td>License review</td>
<td>3, 5, 6</td>
<td>10/19</td>
<td>20</td>
</tr>
<tr>
<td>Conference presentation proposal</td>
<td>3, 5, +</td>
<td>12/7</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>All</td>
<td>Throughout</td>
<td>30</td>
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**Reflections** Students reflect on how they imagine interacting with ERs during their careers in information organizations once at the beginning of the semester and again at the end.

**Librarian Interview** Students conduct an interview with an electronic resources librarian and then write a summary report describing the interview.

**License Review** Students review a license agreement between the vendor of an electronic resource and a library looking for library friendly and unfriendly clauses, suggesting alternative language for library unfriendly clauses, as suggesting points/ clauses to be negotiated.

**Conference presentation proposal** Students propose a conference presentation following the guidelines for both topic and formatting provided in an actual call for proposals.

**Participation** Students are expected to participate in class discussions (synchronous and asynchronous), activities, and collaborations.

Tentative Course Outline

This is a tentative schedule for the semester. It is likely to change slightly as we move together through the course content and I see that we need to slow or pick up our pace. The course outline is presented here in order to give you an overall sense of the course content and pace. This course outline will not be updated. You will be notified of changes in Canvas in the weekly modules. Thus, your primary source of up-to-date information about course readings, activities, and assignments will be Canvas modules and NOT this schedule.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
</table>
| Week 1: 8/18-8/24 | ER Lifecycle, ER Core Comps, Role of ERs in information organizations | Syllabus  
Core Competencies for Electronic Resources  
Hawthorne (2008)                         | Introduction  
Reflection 1  |
| Week 2: 8/25-8/31 | Collection development for ERs: identifying and selecting             | Makler (2011)  
Tenopir et al. (2010)  
Armstrong & Lonsdale (2006)                     | Discussion 1  |
| Week 3: 9/1-9/7  | Collection development for ERs: identifying and selecting             | Ryan & Smith (2014)  
Gagnon (2006) - SR  
Chamberlain & Emery (2010)  
Bleiler et al. (2010) Executive Summary     | Discussion 2  |
| Week 4: 9/8-9/14 | Investigate                                                            | Emery & Stone (2014) Ch.2  
Johnson et al. (2012)  
Reilly (2012)  
Shepherd & Langston (2013)  
Yu & Brievold (2008) ch. 4  
Downey (2012)       | Discussion 3  |
| Week 5: 9/15-9/21 | Copyright I                                                            | U.S. Code Title 17 - Copyrights  
Harper (2007)  
“What’s at Stake in the Georgia State Copyright Case,” (2011)  
Anderson (2014)  | Copyright Tutorial |
| Week 6: 9/22-9/28 | Negotiation & licensing                                                 | Skim LIBLICENSE  
Harris (2002)                           | Discussion 4  |
| Week 7: 9/29-10/5 | Acquiring e-resources                                                  | Emery & Stone (2014) Ch. 3 Acquisition of New Content  | License analysis |
| Week 8: 10/6-10/12 | Implement & provide access                                             | Yu & Brievold (2008)  
Emery & Stone (2013) ch. 5 Implementation  |  |
| Week 9: 10/13-10/19 | Implement & provide access                                             | Vaughn (2014)  
Moen (2009)  
Jewell (2009)                        | Librarian Interview  |
| Week 10: 10/20-10/26 | Administer, manage (provide support & troubleshooting)               | Mann (2014)  
Samples (2014)  
Emery & Stone (2013) ch. 5  
Resnick et al. (2008)  | Discussion 5  |
Bibliography


Mann, S., & Sutton, S. (in press). Why can’t students get the resources they need? Results from a real electronic resources availability study. *Serials Librarian*.


Shepherd, J., jrshepherd@csuchico.edu, & Langston, M., mlangston@csuchico.edu. (2013). Shared patron driven acquisition of E-books in the California State University Library Consortium. *Library Collections, Acquisitions, & Technical Services, 37*(1/2), 34–41. doi:10.1016/j.lcats.2013.08.001


Grading Criteria

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for each assignment. I strongly recommend that you review the rubric for each assignment before you begin the assignment.

My goals is to post the grades you earn for each assignment in Canvas within two weeks of the date upon which the assignment is due. I will provide grades and feedback on each assignment in the rubric in Canvas. By using the Canvas grade center I can keep you up to date on your progress in the class.

A note about writing. I have high expectations for your writing. It is hugely important in our profession that you be able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.

Formatting for written assignments will depend to some extent on the type of writing you are asked to do. All assignment files should include your last name and the name of the assignment, for example, Sutton_Interview.docx.

Late work. I will penalize you 0.5 (1/2, one half) point per day for work turned in after the due date. Most assignments should be turned in by midnight on the due date. Canvas tracks the date and time that an assignment is turned in. I will use Canvas's time stamp to determine "lateness." You have the capability of setting your time zone in Canvas. Note that this means that work turned in on Monday at 12:15 am (fifteen minutes after midnight on Sunday night) is just as late as work turned in at 8 pm on Monday evening. My advice to your is if you're going to turn it in (whatever "it" happens to be) at 12:15 am, you're going to lose .5 point anyway so GO TO BED, get some sleep, and read through what you're turning in one more time with a clear head the next day.
SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
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<tr>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>74 - 76</td>
<td>C</td>
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<tr>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>0 - 69</td>
<td>F</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B</td>
</tr>
</tbody>
</table>

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.
If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**Course Evaluations**

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

**Faculty-initiated Student Withdrawal Procedure**

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.
Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu