USC Marshall School of Business

LIM562: Library and Information Technologies
Fall 2023

3 Units. The class will meet **Thursdays at 6 pm PT**
Mandatory Live Sessions will not conflict with each other.

Instructor:	*Win Shih*
Office:	*CAL208*
Office Hours:	*Thursday, 5-6 pm and by appointment*
Zoom Link:	*https://zoom.us/my/wshih*
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COURSE DESCRIPTION

This course will provide an overview of the fundamentals of the management of information technologies within the library and similar information environments and the technologies commonlyused. Students will be introduced to information technology concepts, terminology and usage in organizations and topics in the management of these technologies. Topics may vary, but they will include integrated library systems, information design and architecture (IA), information retrieval andelectronic content, computer networks, cloud technologies, data management, web design, the Internet and intranets. In addition, this course will also focus on the assessment of emerging technologies and their application and implementation in library and similar settings.

This course is delivered entirely on the web. It uses both synchronous and asynchronous platforms,and students are required to contribute during synchronous sessions. Students and instructors (and guest speakers in some cases) will interact online during synchronous class times as well as via a class discussion board, e-mail, web-based meetings, virtual office hours and telephone as needed.

The course is divided into the following topics:
- Overview
- Issues in managing technologies in libraries
- Identifying user needs
- Assessing what other institutions are doing
- Evaluating technologies
- Developing requirements and selecting software / systems
- Implementing technologies and project management
- Technologies used in libraries and related issues
- Library management system
- Discovery services

- Electronic resource management system
- Web content management system
- Digital Library
- Intellectual Property
- Scholarly Communication and Open Educational Resources
- Artificial Intelligence
- Social media
- Data management

When possible, issues will be paired with the technology that they most closely affect.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Describe the history of computers and the internet and explain their influence on the society in general and libraries, and librarianship in particular
2. Demonstrate concepts and issues related to the lifecycle of recorded knowledge and information
3. Apply knowledge of information technology, library systems and applications, project management skills, and best practices to recognize and implement relevant technical improvements
4. Identify information, communication, assistive, and related technologies as they affect the resources, service delivery, patron access and uses of libraries and other information agencies[1]
5. Comply with professional ethics, prevailing service norms and principles in managing library technology projects and services
6. Employ appropriate methods and principles in appraising the specifications, efficacy, and cost efficiency of technology solutions

COURSE MATERIALS

Required Materials

Books
1. Burke, J. J. (2020). *Neal-Schuman library technology companion: a basic guide for librarystaff* (6th ed.). Chicago: Neal-Schuman.
2. Calhoun, K. (2014). *Exploring digital libraries: foundations, practice, prospects*. Chicago:ALA Neal-Schuman.
3. Rubin, R., & Rubin, R. G. (2020). *Foundations of library and information science* (5th ed.). Chicago: ALA Neal-Schuman.

Articles
Articles are presented in the weekly reading list at the end of this syllabus and are linked directly from each week's Overview section in the online course space.

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[1] ALA's Core Competencies of Librarianship. First Version 2022.

Other Materials:
TED Talks and other video content will be included in the course.

If you have any questions or need assistance with Canvas, please contact Canvas by clicking on "Chat with Canvas Support (Student Only)" or calling 855-265-1455. Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.

GRADING

Assignments	Points	% of Overall Grade
Class Participation	10	10%
Weekly Assignments	20	20%
Midterm	30	30%
Emerging Technology Semester Project (40% total)		
Needs Assessment 10%	4	4%
SWOT Analysis and Environmental Scan10%	4	4%
Budget, Staffing and Timeline 20%	8	8%
Peer Assessment 10%	4	4%
Group Final Project Proposal 25%	10	10%
Group Presentation 25%	10	10%
TOTAL	100	100%

Grading Policies
The MMLIS program adheres strictly to the grading standards of the University and the Marshall School of Business. The following grades are used:
- A = excellent
- B = good
- C = minimum passing
- C- (or below) = not passing

In addition, plus and minus grades are used, except for an A plus. An explanation of the USC grading system can be found in the USC Catalogue. A system of grade points is used to determine a student's general average or standing. Grade points are assigned to gradesas follows for each unit in the credit value of a course:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7

B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or LIM certificate, a minimum grade point average of 3.0 is required. This standard guaranteesthe quality of the USC LIM program.

Because of the quality of our participants and the close attention given to them, a very high percentage ofparticipants pass all courses with C or better grades and obtain a grade point average above 3.0.

*If you are unable to attend a particular live session, please notify your instructor so alternative arrangements can be made.

CLASS PARTICIPATION
Students are required to attend all live sessions. Each week one or more students will be asked to provide a detailed overview of the week's readings and homework assignment. Other students are expected to ask questions and participate in the discussion. Students are expected to have their camera and microphone on during live sessions. Failure to "appear" in class will result in a "0" for participation on a given day.

HOMEWORK
Homework will focus on readings and concepts covered in class. Much of the homework will be in the form of online discussions where students will be asked to discuss key concepts among themselves. Homework will be graded on how well they enlist readings and other sources to supporttheir arguments.

Format your paper and discussion postings:
- Style: Your paper or posting should be written using well-developed paragraphs.
- APA: Please adhere to the 7th edition of the APA Publication Manual (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

EMERGING TECHNOLOGY TEAM PROJECT
The Team Project will be the assessment of the applicability of an emerging technology in a specificsetting and plan for its implementation. The setting and the technology will be assigned by the instructor, for example implementing a data curation service in a large research

university's library. The project will be broken into the following parts and instructions and templates will be provided for each part. Students will submit the parts individually for a grade and provide the final deliverable – a team project report which will be graded.

- Needs Assessment
- Environmental Scan
- Budget and Staffing Plans, and Project Timeline
- Benefits and Risk Assessment
- Final Project Proposal
- Group Presentation

Team membership will be assigned by the Student Services. Each team consists of three to four members.

The semester project is designed so that you use tools and techniques you learned in earlier classes toproduce a detailed project proposal for an emerging technology that would be implemented in a library or similar setting.

Individual Assignments
Components of the project will be completed throughout the semester as individual weekly assignments. These individual assignments will be used by your assigned group to prepare the final proposal. You will have assignments that are related to key concepts that you will use in the proposal.These may review concepts you have covered in earlier classes.

- Week 03 Assignment 3: Technology Needs Assessment (10%)

- Week 05 Assignment 1: SWOT Analysis and Environmental Scan (10%)

- Week 10 Assignment 3: Budget, Staffing, and Timeline (20%)

When working on your individual assignments you may consult with others in your group, but thework that you submit should be entirely your own.

Group Final Project Proposal, Due Week 13 (25%)
The final product will be a group proposal and it should be a synthesis of the group's work, not the"best" individual assignment for each section. The final proposal will be better if each of you contributes your ideas to every section. You will have perspectives that others on your team lack. Your final proposal will contain the following sections based on your earlier work:

- Executive Summary
- Problem Statement
- Recommendation
- Project Goals
- Scope Description (Including work that is out of scope)
- Benefits to community
- Risks

- Budget
- Staffing Plan
- Milestones

Group Presentation, Due Weeks 14- 15 (25%)
Each group will prepare a 10 to 15-minute presentation regarding their proposal and make it availableduring **Week 14** prior to the final live session during Week 15. The final live session will be a discussion where each group answers questions about their proposals. Groups will submit the final presentation items for grading to the **Week 15 Assignment 1: Group Presentation**.

Grading
Your individual assignments and final proposal will be graded using the course rubric. The instructor may assign a topic to each group for its final proposal.

EXAM
The midterm exam occurs on Canvas during Week 7 and is open book / notes. You have a week to complete the exam and can retake it three times.

THE IMPORTANCE OF COURSE EVALUATIONS
The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

TECHNOLOGY REQUIREMENTS
Online lectures through Zoom will be provided in Canvas. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Canvas. To participate in learning activities and complete assignments, you will need:
- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Canvas;
- A working video camera with microphone for use on Zoom;
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

ADD/DROP PROCESS

Courses may be added until **September 20, 2023**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **September 20, 2023**. If the course is dropped after **September 20, 2023** and before **October 16, 2023**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **October 16, 2023**, it will be recorded with a mark of "W." No course may be dropped after **November 22, 2023**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

POLICY ON LATE SUBMISSIONS
Assignments other than exams and research papers may not be turned in late. Late assignments will receive a grade of '0'. All other late work will result in a drop of a letter grade for each 24-hour period that it is late unless you have notified the instructors and they have approved of a change in thedue date.

Changes in due date are at the discretion of the instructors and will only be given on rare occasionsdue to emergency circumstances as determined by the instructors.

SESSIONS AND DAYS OF THE WEEK
Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in PacificTime (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

LIVE SESSIONS
Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived on Canvas course space under each week's Live Session Participation – Attendance page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

CLASS CONDUCT/NETIQUETTE
Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Virtual background respectfully professional
- Display both your first and last name during video conferencing and synchronous class meetings.
- Respectfully minimize distractions with muting and video off when moving around
- Disagree respectfully
- Respectfully pay attention to classmates
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD306) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post.". as a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

USE OF RECORDINGS
Pursuant to the *USC Student Handbook* (https://policy.usc.edu/studenthandbook/, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement" (https://www.marshall.usc.edu/open-expression-statement).

MMLIS DEIA+AR Statement
Commitment to Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIA+AR), MMLIS Program

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:
The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:
Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention
Lifeline) provides free and confidential emotional support to people in suicidal crisis or
emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is
comprised of a national network of over 200 local crisis centers, combining custom local care
and resources with national standards and best practices. The new, shorter phone number makes
it easier for people to remember and access mental health crisis services (though the previous 1
(800) 273-8255 number will continue to function indefinitely) and represents a continued
commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7
on call*
Free and confidential therapy services, workshops, and training for situations related to gender-
and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
Information about how to get help or help someone affected by harassment or discrimination,
rights of protected classes, reporting options, and additional resources for students, faculty, staff,
visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity,
Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic
accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues
adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(213) 740-2101*
Information on events, programs and training, the Provost's Diversity and Inclusion Council,
Diversity Liaisons for each academic school, chronology, participation, and various resources for
students.

USC Emergency - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including
ways in which instruction will be continued if an officially declared emergency makes travel to
campus infeasible.

USC Department of Public Safety - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[*Occupational Therapy Faculty Practice*](#) *- (323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/ Daily Activities	Readings and Homework	Deliverables with Due Dates
Week 1	History of Libraries & Computing	Textbook: Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff.* Chapters 1 & 2, pp 3-23. Online Resources: 1. Berners-Lee, T., Hendler, J., & Lassila, O. (2001). The semantic web. *Scientific America*, 284(5), 34–43. 2. Bush, V. (1945, July). As We May Think. *The Atlantic*. 3. Computer History Museum | Timeline of Computer History. (n.d.). 4. Kahle, B. (2007). A free digital library. 5. Nelson, A., & Irwin, J. (2014). Defining what we do--all over again: Occupational identity, technological change, and the librarian/Internet-search relationship. *Academy of Management Journal*, 57(3),892-928. 6. Nelson, T. (2008). Ted Nelson demonstrates Xanadu Space.Noel, W. (2012, April). Revealing the lost codex of Archimedes. (n.d.).	Discussion 01 or 02: Roles of Librarians in "DeskSet" - OR - Perspectives on Information Dissemination and Technology Initial post: Day 4; Response: Day 7 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points, for practice only*) Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 2	Issues in IT management in libraries	1. Askey, D. (2017, May 18). *Finding a way from the margins to the middle: Library information technology, leadership, and culture.* Ithaka S+R 2. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff.* Chapters 6, 13, 14, 15. 3. Glen, P., & McManus, M. (2013). Geeks & non-geeks: From contraxioms to collaboration in higher education (PDF). *EDUCAUSE Review*, 48(3), 20-29.	Discussion 01: Implementing technology in a library setting Initial post: Day 4; Response: Day 7 Self Test: Bits vs. Bytes: Review Assignment 01:

			Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*) Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 3	Identifying User Needs	1. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 11-12, pp. 107-125. 2. MacKellar, P. H. (2016). Part 1: Discovering what your community needs. In *Meeting community needs: a practical guide for librarians* (pp. 3–60). Lanham: Rowman & Littlefield Publishers.	Assignment 01: Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*) Assignment 02: Glossary Entries, Day 7 Assignment 03: Technology Needs Assessment, Day 7 Check Live Session Information
Week 4	Using technology to manage collections - library management systems	1. Anderson, C. (2004). The Long Tail. *Wired*,12(10) 2. Breeding, M. (2023). Library Systems Report 2023. *American Libraries*. 3. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 5. 4. Dempsey, L. (2006). Libraries and the longtail: Some thoughts about libraries in a network age. *D-Lib Magazine*, 12(4). 5. Rubin, R., & Rubin, R. G. (2020). *Foundations of library and information science*. Chapter 4. Transforming the library: The impact and implications of technology. 6. Webber, D., & Peters, A. (2010). Getting started. In Webber, D., & Peters, A. Integrated library systems: Planning, selecting, and implementing . Santa Barbara, CA: Libraries Unlimited.	Discussion 01:Hands-On Exercise Initial post: Day4; Response: Day 7 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*) Assignment 02: Glossary Entries, Day 7 Check Live Session Information

| Week 5 | Identifying tech trends | 1. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapters 16-17, pp. 153-170.
2. Gartner Inc. (n.d.). Hype Cycle Research Methodology.
3. Gartner Inc. (n.d.). Magic QuadrantResearch Methodology.
4. Lajoie, E. W., & Bridges, L. (2014). Innovation Decisions: Using the GartnerHype Cycle. *Library Leadership & Management,* 28(4).
5. Smith, M. S. (2018, February 15). Modelsfor predicting the future: Gartner's Hype Cycle. *SMTH House*.

SWOT Analysis Cases:
1. Gil, E. (2017). Maximizing and assessing aone-shot information literacy session: A case study. *Journal of Business & FinanceLibrarianship*, 22(2), 97-110.
2. Jordan-Makely, C. (2019). Libraries as bureaucracies: a SWOT analysis. *Library Management*, *40*(5), 294–304. https://doi-org.libproxy2.usc.edu/10.1108/LM-03-2018-0019
3. Lemieux, V. L. (2017). Blockchain Recordkeeping: A Swot Analysis. *Information Management Journal*, *51*(6), 20–27.
4. Phadermrod, B., Crowder, R. M., & Wills, G. B. (2019). Importance-Performance Analysis based SWOT analysis. *International Journal of Information Management*, *44*, 194–203. https://doi-org.libproxy2.usc.edu/10.1016/j.ijinfomgt.2016.03.009
5. Phillips, A. L. (2014). Systematic marketing facilitates optimal customer service: The marketing audit of a rural public library system. *Public Library Quarterly,* 33(3), 219-235.
6. Wojcik, M. (2018). Holograms in libraries –the potential for education, promotion and services. *Library Hi Tech,* 36(1), 18-28. | Assignment 01: SWOT Analysisand Environmental Scan, Day 7

Assignment 02: Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*)

Assignment 03: Glossary Entries, Day 7

Check Live Session Information |
| Week 6 | Web management and content discovery | 1. Barker, D. (2016). *Web content management: Systems, features, and best practices*. Chapter 1, pp. 1-14.
2. Shih, W., & Holmes-Wong, D. (2018). Library information technology. In K. Haycock & M. Romaniuk (Eds.). *The portable MLIS: Insights* | Discussion 01: Weeds and FlowersInitial post: Day 4 Response: Day 7

Assignment 01: |

		from the experts (pp. 187-198). Santa Barbara, CA: LibrariesLimited. 3. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapters 7, 8. 4. Jaffy, M. (2020). Bento-box user experience study at Franklin University. *Information Technology and Libraries*, *39*(1), 1–20. https://doi.org/10.6017/ITAL.V39I1.11581 5. Mulesoft Video. (2015). What is an API?	Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*) Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 7	Privacy, confidentiality & related issues	1. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 14, pp. 135-142. 2. American Library Association. (n.d.) Questions and answers on privacy andconfidentiality. 3. Cox, K. (2018). The General Data Protection Regulation: What does it mean for libraries worldwide? Washington,DC: Association of Research Libraries. 4. Hennig, N. (2018). Privacy and securityonline: Best practices for cybersecurity. *Library Technology Reports*, 54(3). 6. Jones, K. M. L., & Salo, D. (2018). Learning analytics and the academic library:Professional ethics commitments at a crossroads. *College & Research Libraries*. 79(3). 5. Vaughan, J. (2020). Library privacy policies. *Library Technology Reports, 56*(6).	Midterm Exam, Day 7 No Class
Week 8	Building Digital Collections	1. Calhoun, K. (2014). *Exploring Digital Libraries: Foundations, Practice, Prospects*.Chapters 1-4, 6, 7. ALA Neal-Schuman. 2. Fox, E. A., Gonçalves, M. A., & Shen, R. (2012). Theoretical Foundations for Digital Libraries: The 5S (Societies, Scenarios, Spaces, Structures, Streams) Approach. *Synthesis Lectures on Information Concepts,Retrieval, and Services*, 4(2), 1–180. 3. White, D., Lanclos, D., & Cornu, A. (2013). Visitors and residents: what motivates engagement with the digital information environment? *IR Information Research*, 18(1). 4. The DPLA Archival Description Working Group (2016). *Aggregating and representing collections in the Digital Public Library of America*.	Discussion 01: The 5 Ss for DigitalLibraries Initial Post, Day 4 Response, Day 7 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*) Assignment 02: Glossary Entries, Day 7 Check Live Session

			Information
Week 9	Digital Preservation	1. Calhoun, K. (2014). *Exploring Digital Libraries: Foundations, Practice, Prospects.*Chapters 5, 8-10. ALA Neal-Schuman. 2. Cervone, H. F. (2012a). Understanding the elements of a digital library project plan: part 1. *OCLC Systems & Services: International Digital Library Perspectives*, 28(2), 75–78. 3. Cervone, H. F. (2012b). Understanding the elements of a digital library project plan: part 2. *OCLC Systems & Services: International Digital Library Perspectives*, 28(3), 126–129. 4. Cervone, H. F. (2012c). Understanding the elements of a digital library project plan: part 3. *OCLC Systems & Services: International Digital Library Perspectives*, 28(4), 176–179. 5. Hall, L. E. (2014). What happens when digital cities are abandoned? *The Atlantic*. 6. Lee, K.-H., Lu, R., McCrary, V., Slattery, O.,& Tang, X. (2002). The state of the art and practice in digital preservation. *Journal of Research of the National Institute of Standards and Technology*, 107(1), 93- 106. 7. O'Neal-McElrath, T., & Carlson, M. (2013). Step 8: Developing the program budget. In *Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals* (pp. 71-). Somerset, UNITED STATES: John Wiley & Sons, Incorporated. *8.* Perlmutter, M. (2017, April 28). The lost picture show: Hollywood archivists can't outpace obsolescence. *IEEE Spectrum.* 9. Rosen, J. (June 11, 2019). The day the music burned. *New York Times*.	Checkpoint 01: Budget and Staffing Due Week 10, Day 7 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points*, *for practice only)* Assignment 02: Glossary Entries, Day 7 Assignment 03: "Free" ... as in, "Free Kittens" (Part One), Day 7 Assignment 04: "Free" ... as in, "Free Kittens" (Part Two), Day 7 Assignment 05: "Free" ... as in, "Free Kittens" (Part Three), Day 7 Check Live Session Information
Week 10	Scholarly Communication - Electronic Resources Open Access vs. Traditional Publishers	1. Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 4, pp. 35-46. 2. Johnson, P. (2013). Licenses for e- content. In P. Johnson, *Developing andmanaging electronic collections: The essentials.* (pp. 65-82). Chicago, IL: American Library Association. 3. Jaser, C. (2012). Public access to government-funded research: A right or a privilege? *DttP: Documents to the People*, 40(4), 31-35. 4. Laakso, M., & Bjork, B. (2016). Hybrid open	Discussion 01: Scholarly Communication Open Access vs. Traditional Publishers Initial Post Day 4 Responses Day 7 Assignment 01: Vocabulary Review and Practice, Day 7,

		access - A longitudinal study. *Journalof Informetrics*, 10(4), 919-932. 5. Wu, M. M. (2016). Collaborative academic library digital collections post-Cambridge University Press, Hathi trust and Google decisions on fair use. *Journal of Copyright in Education and Librarianship*, 1(1). 6. Jaschik, S. (2017, May 22). Faux scholarly article sets off criticism of gender studies andopen-access publishing. *Inside Higher Ed*. 7. Straumsheim, C. (2017, June 2). 'Academic Terrorist': Months after deleting controversiallists of "Predatory" journals and publishers, the librarian behind them still faces anonymous harassment online. *Inside Higher Ed*.	(*no points, for practice only*) Assignment 02: Glossary Entries, Day 7 Assignment 03: Budget, Staffing, and Timeline, Day 7 Check Live Session Information
Week 11	Scholarly Communication& Open Educational Resources	Articles 1. Hess, J. I., Nann, A. J., & Riddle, K. E.(2016). Navigating OER: The Library'sRole in Bringing OER to Campus. *The Serials Librarian*, *70*(1–4), 128–134. 2. Hilton, J. (2016). Open education resources and college textbook choices. *Educational Technology Research & Development* (2016) 64: 573. 3. Open Education. (n.d.). 4. Sparks, S. D. (2017, March 29). What Is OER? Answers to 5 Questions About Open Educational Resources. *Education Week*. 5. Successful OER adoption models: Academic libraries leading the way. (2017,April 14). 6. Young, L. C., Daly, U. T., & Stone, J. (2017). OER: The Future of education is open. *Educause Review*, 52–53. Web sites: 1. Cool 4 ED. (n.d.). 2. OER Commons. (n.d.). 3. Open Textbook Library. (n.d.). 4. Open Washington: Open Educational Resources Network – an open educationalresource network for Washington State community and technical colleges. (n.d.). 5. OpenStax. (n.d.).	Discussion 01: Open Educational Resources Initial Post Day 4 Response Day 7 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points, for practice only*) Assignment 02: Glossary Entries, Day 7 Assignment 03: Open Educational Resources Due Day 7 Check Live Session Information
Week 12	Artificial Intelligence		Discussion **01:** Machine Learning Application

		1. Alkaissi, H., & McFarlane, S. I. (2023). Artificial Hallucinations in ChatGPT: Implications in Scientific Writing. *Curēus* (Palo Alto, CA), 15(2), e35179–e35179. https://doi.org/10.7759/cureus.35179 2. Block, S. (2020). Erasure, misrepresentation and confusion: Investigating JSTOR topics on women's and race histories. *Digital Humanities Quarterly*, 14(1). 3. Coleman, C. N. (2020). Managing bias when library collections become data. *International Journal of Librarianship,* 5(1). 4. Deloitte AI Institute (2023). Generative AI is all the rage. 5. McKinsey & Company (2023 April). What is AI? 6. Reidsma, M. (2019). Bias in library discovery. In Masked by Trust: Bias in Library Discovery. Sacramento, CA: Litwin Books. 7. World Economic Forum (2023, February 6). What is generative AI? An AI explains.	Assignment 02: Glossary Entries, Day 7 Checkpoint 01: Emerging Technology Semester Project, Due Weeks 14and 15, Day 7 Check Live Session Information
Week 13	Technology project planning and management	Burke, J. J. (2020). *Neal-Schuman library technology companion: A basic guide for library staff.* Chapter 11-12, pp. 107-125.	Assignment 01: Vocabulary Review and Practice, Day 7, (*no points, for practice only)* Assignment 02: Glossary Entries, Day 7 Assignment 03: Proposal Due Day7 Check Live Session Information
Week 14	Data Management	1. CLIR (n.d.) What is Data Curation? 2. OCLC. (2018, April 26) The Realities of Research Data Management. (2018, April 26) 3. Kelleher, J. D., & Tierney, B. (2018). DataScience. Cambridge, MA: The MIT Press.Chapters 1-3, 6. 4. Tufte, E. R. (2011). Explaining the complex. *American Banker Magazine,* 24-25. 5. Specht, D. & Halkort, M. (2020 November12). The way we use data is a life or death matter - from the refugee crisis to COVID-19. Phys.org. Retrieved from https://phys.org/news/2020-11-life-	Discussion 01: Data Management Initial Post Day 4 Response Day 7 Week 14 Discussion 02: Group Presentation File, Day 7 Assignment 01:

		death-refugee-crisis-covid-.html Video: TED. (n.d.). Making sense of too much data.TED Playlists.	Vocabulary Review and Practice, Day 7, (*no points*, *for practice only*) Assignment 02: Glossary Entries, Day 7 Teams upload presentation project to class forreview Check Live Session Information
Week 15	Semester Group Project Presentation	Teams present group projects to class	Assignment 01: Group Presentation Peer ReviewDue Day 7 Check Live Session Information

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How LIM562 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	LIM562 Objectives that support this goal	Assessment Method
Learning Goal #1: Develop Personal Strengths. **Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.**		Group project, exam, weekly assignments
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.	Objective 5	
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	Objectives 1 and 5	
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	Objective 5	
Learning Goal #2: Gain Knowledge and Skills. **Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.**		Group project, exam, weekly assignments
2.1 Gain knowledge of the key functions of business enterprises.	Objectives 1 and 2	
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	Objectives 3 and 4	
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	Objective 6	
Learning Goal #3: Motivate and Build High Performing Teams. **Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.**		Group project, exam, weekly assignments
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	Objective 6	
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	Objective 4	
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	Objective 3	

Appendix II. LIM PROGRAM LEARNING GOALS

The course contributes to achievement of the LIM program goals as follows:

How LIM 562 Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**LIM 562 Objectives that support this goal**
a. Understand the ecology of libraries and information networks, their unique environments and how they are governed	2	Objectives 1 and 2
b. Articulate and employ professional values and ethics in a variety of situations and circumstances	2	Objective 5
c. Apply and assess management strategies, practices and decisions	2	Objectives 3 and 6
d. Develop and manage content, including negotiating with vendors and licensors, for targeted communities of users	2	Objective 4
e. Organize, retrieve and manage information for stakeholder benefit	2	Objective 4
f. Locate, synthesize and translate information to intelligence for various client groups	2	Objective 4
g. Develop, implement and assess programs and services for enhancing use of information and ideas	3	Objectives 3 and 6
h. Understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery	3	Objectives 2, 3, and 6

i. Design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate	2	Objectives 3 and 6
j. Manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction	3	Objectives 3 and 4
k. Apply persuasion and influence through networking, collaboration, and relationship-building	2	Objective 4
l. Demonstrate a commitment to continued professional education and lifelong learning	2	Objective 1