Course Description
The purpose of this course is to provide practical experience in Technical Services operations in
libraries and information centers. Among the topics students will examine are: copy cataloging
with OCLC’s Connexion, library acquisitions, collection development, serials control, record
loading, data manipulation, materials processing, knowledge organization, and integrated library
systems with Millennium. Guest speakers from NYU Bobst Library and Long Island University
will give talks on many facets of Technical Services. Webinars from the Association for Library
Collections & Technical Services are included in this class.

Palmer School Student Learning Objectives
3A. Students will be able to evaluate, select, create, and use information resources,
services, and programs to meet the needs of diverse user groups, including underserved
populations.
4B. Students will explain and apply management principles, processes, and practices
including those relating to innovation and strategic planning as well as human resources,
financial, and operational functions of a library or other type of information organization

***Those two objectives are assessed by the final assignment, an Integrated Library System
Observation report. Students are required to upload this assignment into their learning portfolio.

Course Objectives
Students will demonstrate an understanding of the following:
1. The operational components of a technical services department
2. The “back-end” support issues for both public and technical services
3. The materials management issues in support of library collections and access
4. The basic technical operations that support integrated library systems

Required textbook and readings
1. No required textbook
2. Weekly assigned readings are available online (Under are listed in the course
   schedule) or at BlackBoard (http://blackboard.liu.edu, Content=>Course Readings).

Course assignments:
All written assignments must be double-spaced, one-sided, and typed in font-size 11 (Times New
Roman).
1. Reflection on Week 1’s “TS” readings (500 words) (10%, due date, 9/19)
   • Please find a current Technical Services related job announcement and compare
     the content of the job description with Week 1’s readings.
- List several key learning points and actions needed for yourself.

2. **3 modified MARC records (15%, due date, 9/26)**
   - Pick three items (i.e., DVDs, books, electronic journals/books) by yourself.
   - Find the bibliographic records of the three items from Connexion.
   - Modify the records based on one library's local practices. The following are just some examples. Students are free to find their own examples.
     - Music cataloging at Yale: [http://web.library.yale.edu/cataloging/music](http://web.library.yale.edu/cataloging/music)
   - You are required to turn in 3 pairs of records (the old and new records). All modified changes must be highlighted in the new records.

3. **ILS observation report (35%: 5% PowerPoint presentation, 30% written report; due date: 10/24)**
   In this final assignment, students are required to visit a technical services department to understand its operations and staffing. The required components are
   - Structure and architecture:
     - is the ILS standalone?
     - campus-wide/university system-wide/consortium? (for academic and school libraries)
     - regional consortium? (for public libraries)
     - consortium? (for special libraries)
   - Network/server: centralized/decentralized?
   - System modules: how many modules are used?
   - Staffing: a list of Technical Services (or related) positions and job duties
   - 5-10 PowerPoint slides, 10-15 pages for the written report (double-spaced, single-sided, references are required).

4. **Weekly participation: 30%, 5 points for each week.** Students must show up in the class and participate in the discussion.

**Total: 100%**

### Rubric: Assignment #2

<table>
<thead>
<tr>
<th>Criteria (Weight)</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proper Structure of Data Records</strong></td>
<td>All records are structured properly</td>
<td>Many records are structured properly</td>
<td>Few to no records are structured properly</td>
</tr>
<tr>
<td><strong>Proper Content of Data Records</strong></td>
<td>All content entered into records following standards</td>
<td>Much content entered into records following standards</td>
<td>Little to no content entered into records following standards</td>
</tr>
<tr>
<td>Criteria (Weight)</td>
<td>Evaluation (farthest to right checked box = points assigned)</td>
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<tr>
<td><strong>Quality</strong></td>
<td>Excellent Good Poor</td>
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<tr>
<td><strong>Grammar and Writing Style</strong></td>
<td>Proper grammar, syntax, &amp; spelling; good sentence and paragraph structure; professional appearance</td>
<td>Basic spelling accuracy; good use of grammar and syntax; slightly professional appearance</td>
<td>Many spelling errors; inconsistent grammar or syntax; poor paragraph structure; unprofessional appearance</td>
</tr>
<tr>
<td><strong>Timeliness and Currency</strong></td>
<td>Selection of topic appropriate to class; citations are current; accurate factual comments</td>
<td>Selection of topic appropriate to class; some current citations; accurate factual statements</td>
<td>Topic not relevant; lack of citations; inaccurate statements</td>
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<tr>
<td><strong>Integration of Articles in Discussion</strong></td>
<td>Outside scholarly articles cited; discussion is integrated</td>
<td>Outside scholarly articles cited; discussion not integrated</td>
<td>No outside scholarly articles cited; discussion not integrated</td>
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<tr>
<td><strong>Clarity of Exposition</strong></td>
<td>Points made are clear, make sense, and are logical; includes reflection in exposition; facts are interpreted not just stated</td>
<td>Points made but not interpreted; very little reflection; facts primarily just stated and not explained</td>
<td>No clear point or message in writing; no reflection or interpretation; no substantive facts</td>
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<tr>
<td><strong>Accuracy of Statements Made</strong></td>
<td>Comments made are supported empirically; no false claims; no misinterpretations</td>
<td>Some confusion in understanding but not detrimental; lack of understanding but no false claims</td>
<td>Writing is “wandering” and not focused; little to no empirical grounding; many false comments</td>
</tr>
<tr>
<td><strong>Adherence to Guidelines</strong></td>
<td>All guidelines in syllabus followed accurately</td>
<td>Most guidelines in syllabus followed accurately</td>
<td>Few guidelines in syllabus followed accurately</td>
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<tr>
<td><strong>Proper Usage of Scholarly Sources and Citations</strong></td>
<td>Appropriate citations included (both topically and proper sources)</td>
<td>Most but not all citations accurate and appropriate; cited works mentioned but not all formatted properly</td>
<td>Few if any scholarly citations included; lack of in-text citations; lack of cited references</td>
</tr>
<tr>
<td><strong>Overall Appearance</strong></td>
<td>Professional appearance, neatness, formatting, adherence to guidelines</td>
<td>Acceptable in appearance; could be neater or presented in a more business-like fashion</td>
<td>Generally not professional in appearance; pages damaged, not collated; not adhering to guidelines</td>
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<tr>
<td>Letter grade</td>
<td>GPA</td>
<td>Definition</td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.</td>
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</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Very good work. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.</td>
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</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>Adequate work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Failing. Student failed to turn in an assignment or plagiarized.</td>
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**New York State Education Department (NYSED) Regulations Breakdown**

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

**Expected Levels of Student Work as per NYSED Requirements:** 150 hours

30 hours: Course meeting time (5 hr. meeting for 6 weeks)  
50 hours: Required readings and exercises (approx. 5 weeks @ 8 hrs./wk)  
50 hours: Assignment #1: 10 hours  
          Assignment #2: 10 hours  
          Assignment #3: 30 hours
Citation formats:
Students are free to choose the following three writing styles:
- APA (American Psychological Association)
- MLA (Modern Language Association)
- Chicago (The Chicago Manual of Style)
Tutorials for the styles are available at https://owl.english.purdue.edu/owl/

Academic Integrity
Academic integrity is vital to student learning and growth. Violations of academic integrity including plagiarism, cheating, and other similar actions. Students who work do not fulfill the expectations of academic integrity may have sanctions imposed. Please see the student handbook (http://www.liunet.edu/CWPost/StudentLife/Services/Student-Conduct). The handbook outlines academic integrity as well as possible sanctions and the appeal process.

Plagiarism and Academic Misconduct:
Students must fully understand the gravity of copyright and plagiarism issues. Inappropriate activity in these areas will be handled accordingly. Detailed information is available at: http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm

CEIT Email Policy
Campus-based email addresses (i.e., @liu.edu, my.liu.edu) are the CEIT-accepted address for all CEIT communication, including communication between faculty, students and staff. Faculty, students and staff will use only LIU email address for all LIU (including CEIT) email communication. All emails to students, faculty and staff are sent to their campus-based email addresses. CEIT communication received from non-campus based email may not receive prompt attention nor will such communication be considered “official.” This is consistent with federal regulations embedded in FERPA.

Incomplete Policy
As described in the LIU Incomplete Grade Agreement, an Incomplete grade us assigned “when, due to extenuating circumstances, a student needs additional time to complete a course.”

Thus, students must submit a written request – with appropriate documentations (e.g., doctor’s note – to the appropriate faculty member, chairperson, and dean for the incomplete. If the request is approved, the professor will assign the Incomplete grade as per the policies of LIU policies.

Late Submissions
In fairness to students who turn in assignments on time, late papers will be penalized. The earned grade will be lowered one grade level (e.g., from A- to B+) for each day that the assignment is late.

Students with Disabilities or Special Needs:
As per the LIU Post catalogue, students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Support Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student’s documentations. Accommodations cannot be given to students unless the appropriate document is given to the professor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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</table>
• Technical Services Librarians Matter at Your Library: Finding a Career in Technical Services [https://www.youtube.com/watch?v=btY1uKc06uY](https://www.youtube.com/watch?v=btY1uKc06uY) |
|       | **Cataloging I**                                                      | • Understanding MARC [http://www.loc.gov/marc/umb/](http://www.loc.gov/marc/umb/)  
**Connexion Account information:**  
  • Authorization: 100068634  
  • Password: LIUA |
| 9/19  | **Cataloging II**                                                      | **Reflection on Week 1’s “TS” readings (500 words)**                                                  |
|       | **Integrated Library Systems (ILS)**                                   | • Trends and Advancements for Library Resource Discovery [https://www.youtube.com/watch?v=gqwrfxFyu2A](https://www.youtube.com/watch?v=gqwrfxFyu2A)  
• The Future of the Integrated Library System? [https://www.youtube.com/watch?v=fqHF1vGqa7Y](https://www.youtube.com/watch?v=fqHF1vGqa7Y)  
• Koha, an open source ILS [https://www.youtube.com/watch?v=uhav6PL_4Bo; https://www.youtube.com/watch?v=GMejRg2NFpk](https://www.youtube.com/watch?v=uhav6PL_4Bo; https://www.youtube.com/watch?v=GMejRg2NFpk)  
 Talk: Daniel Lovins, Head of Knowledge Access Design and Development, NYU |
<p>| 10/3  | <strong>Acquisition and Resource Management</strong>                                | 3 modified MARC records                                                                                |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>10/17</td>
<td><strong>Acquisition Module in Millennium and Tails Aspire</strong></td>
<td>- Millennium Acquisition Training Manual <em>(at BlackBoard)</em></td>
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<td></td>
<td><strong>Talis Aspire</strong></td>
<td>- Library Acquisition Review</td>
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<tr>
<td></td>
<td>Technical Services Reports and Statistics at the University of Rhode Island</td>
<td>- <a href="http://digitalcommons.uri.edu/ts_rpts/?utm_source=digitalcommons.uri.edu%2Fts_rpts%2F68&amp;utm_medium=PDF&amp;utm_campaign=PDFCoverPages">Link</a></td>
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<td>Talk: Managing Library Technology: People, products, and contracts, David Jank (Palmer Faculty)</td>
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<tr>
<td>10/24</td>
<td><strong>Final Assignment Presentation</strong></td>
<td>- Millennium Workflow, System Administration and Reporting</td>
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<td>Talk, Ingrid Wang (LIU Brooklyn Library Director)</td>
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</table>

**Links:**
- Demand-Driven Acquisitions, part 1: [Link](https://www.youtube.com/watch?v=TjOPdc9qNHA)
- Demand-Driven Acquisitions, part 2: [Link](https://www.youtube.com/watch?v=TY95rSVi1Bc)
- Evaluating Print Book and E-Book Patron-Driven Acquisitions: [Link](https://www.youtube.com/watch?v=Lo23XKukkgA)
- LIU’s Collection Policy Statement *(at BlackBoard)*
- NYU’s Collection Development Policies: [Link](http://library.nyu.edu/about/policies/)
- Talk: Nina Servizzi, Head of Resource Management, NYU
- Acquisition Module in Millennium and Tails Aspire
- Millennium Acquisition Training Manual *(at BlackBoard)*
- Library Acquisition Review
- [Link](https://www.youtube.com/playlist?list=PL9DE0F2EAE3476E00)
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- ILS observation report