

## Syllabus

**Department:** Division of Library and Information Science

**Course Number and Title:** LIS 245 Special Collections Librarianship and History of the Book

**Bulletin Description:** Organization, administration, and care of special collections, with an emphasis on rare books. Topics include book history, access, security, and preservation.

**Credit:** 3 semester hours.

**Course Description:** This course focuses on the organization, administration, service, and care of special collections, with an emphasis on rare books. Topics will include the history of books and printing, non-book formats, donor relations and collecting, conservation and preservation, ethics, access, security, exhibitions and digitization.

**Prerequisite(s):** None

**Co-requisite(s):** None

### Course Objectives:

As outcomes of the course, students will/will be able to:

1. Develop an appreciation of books as historical objects.
2. Understand changes in the production of written and printed books through time.
3. Learn the components of books and become familiar with the specialized vocabulary for describing and discussing them.
4. Recognize the issues involved in the administration of special collections and current developments in the field.

### Program Goals and Outcomes:

The course contributes towards satisfying the following MS LIS program goal/s:

- 2A) Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
- 2B) Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.
- 3A) Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.
- 8B) Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

### Units of Instruction:

- One: Introduction
- Two: Manuscripts
- Three: The Hand-Press Period, Part I

- Four: The Hand-Press Period, Part II
- Five: The Machine-Press Period, Part I
- Six: The Machine-Press Period, Part II
- Seven: Careers in Rare Books (Preparation & Competencies)
- Eight: Working with Rare Books (Acquisitions & Cataloging)
- Nine: Working with Rare Books (Reference/Customer Service)
- Ten: Working with Rare Books (Exhibitions & Public Relations)
- Eleven: Working with Rare Books (Preservation & Digitization)
- Twelve: Working with Rare Books (Access & Security)

## **Learning Activities**

Students interact with the instructor and classmates through the course site in Blackboard Ultra. Tools on the site support email, discussions, assignments, and announcements. Assignments consist of posts to the discussion board, written assignments, and an online quiz.

There is a final paper in which students assess an institution with special collections. [Depending on the availability of these collections during COVID-19, the students may select either an in-person or web-based assessment of the collection.] The purpose of the assessment project is to synthesize course content related to both book history and the operations of institutions with these materials, and to apply that content in an evaluation of an existing institution.

## **Assessment**

1. Course-Level Assessment
  - a) The discussions, papers, and quiz are designed to reinforce all course objectives - developing an appreciation of books as historical objects; understanding changes in the production of written and printed books through time; learning the components of books and becoming familiar with the specialized vocabulary for describing and discussing them; and recognizing the issues involved in the administration of special collections and current developments in the field.
  - b) The institution assessment paper reinforces two of the course objectives - learning the components of books and becoming familiar with the specialized vocabulary for describing and discussing them; and recognizing the issues involved in the administration of special collections and current developments in the field.
2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.
  - a) Faculty-Selected Assessment. Over a four-year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or

semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

In LIS 245 Special Collections Librarianship and History of the Book, the institution assessment paper is used as a representative measure of student learning of the related program goals.

- b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact.

In LIS 245 Special Collections Librarianship and History of the Book, the institution assessment paper is suggested as the course artifact, should students decide to use their work in this course as evidence of satisfying the related program goal. This is because of the comprehensive nature of the project and the fact that it satisfies multiple program goals.

### **Grading Scheme**

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

- a) Participation/Discussion (15%)
- b) Article Summary (10%)
- c) Midterm Paper (30%)
- d) Terminology Quiz (15%)
- e) Institution Assessment Paper (30%)

### **Bibliography:**

1. Clemens, R. & Graham, T. (2007). *Introduction to Manuscript Studies*. Ithaca, NY: Cornell University Press.
2. Galbraith, S. K. & Smith, G. D. (2012). *Rare Book Librarianship*. Santa Barbara, CA: Libraries Unlimited.
3. Gaskell, P. (2000). *A New Introduction to Bibliography*. New Castle, DE: Oak Knoll Press.
4. [Optional] Carter, J. and Barker, N. (2004). *ABC for Book Collectors, 8<sup>th</sup> edition*. New Castle, DE: Oak Knoll Press.

### **Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)**

Asynchronous Lecture  
Assigned weekly reading  
Active participation in online discussions  
Research for mid-term paper  
Preparation for terminology quiz  
Assessment of online special collections