DRAFT Syllabus
ILS 518 History of Books and Printing
Fall 2011

1. Course number, section, academic session, and complete course title
ILS 518 S70, Fall 2011, History of Books and Printing

2. Instructor
Mary E. Brown
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PH: 203-392-5781; Fax: 203.392.5780
Buley 408T
online and by appointment

3. Location and class dates and meeting times
Online via http://vista.southernct.edu, August 29, 2011-December 2, 2011

4. Pre-requisite/Co-requisite requirements
ILS 501 and ILS 503 or with permission from the instructor.

5. Course description
A study of the history of books and printing, including papermaking, printing, binding, and book illustration.

6. Required texts

7. Online resources
Your Old Books (Rare Books and Manuscripts Section, ACRL, ALA) http://www.rbms.info/yob.shtml
Printing: Renaissance & Reformation (University of South Carolina) http://www.sc.edu/library/spcoll/scoll/renprint/renprint.html
The Grolier Club http://www.grolierclub.org/
The Center for Book Arts http://www.centerforbookarts.org/
Robert C. Williams Paper Museum (Georgia Tech) http://ipst.gatech.edu/amp/
8. **Tk20 requirement:** none

9. **Course objectives/learner outcomes**

   Upon successful completion of this course students will be able to:
   
   
   
   • [3] Demonstrate critical thinking and writing skills in the application of book history to information work.

10. **ALA competencies**

    *This course addresses the following student competencies from the ALA’s Core Competencies of Librarianship. Final version Approved by the ALA Executive Board, October 25th 2008. Approved and adopted as policy by the ALA Council, January 27th 2009: 1A (as it relates to research), 1A (as related to research), 1D, 1J, 2A, 2D, 3C, 5D.*

11. **Modes of instruction**

    Includes lectures, participating in seminar-style discussions, extensive reading in the literature, writing several short papers and a major term paper, participating in field trips to exhibitions or special collections.

12. **Evaluation and methods of assessment**

    Series of short papers on assigned readings count 20% of course grade
    
    [documents learner outcomes 1, 2, 3]
    
    Annotated bibliography and outline on selected topic counts 10% of course grade
    
    [documents learner outcomes 1 and/or 2, 3]
    
    Major paper, projects, and fieldwork count 40% of course grade
    
    [documents learner outcomes 1 and/or 2, 3]
    
    Presentation on selected topic counts 10% of course grade
    
    [documents learner outcomes 3]
    
    Knowledgeable participation in weekly seminar discussions counts 20% of course grade
    
    [documents learner outcomes 1 and 2]

13. **Course outline**

    Week 1 [August 29-September 2]
    
    **Read:** Eliot & Rose, pp. 1-49 (*Introduction-Article 3*)
    
    **Suggested reading:** Olmert, pp. 9-25
    
    **Due:** Introduce yourself to the class (via post to appropriate thread)
    
    **Due:** First Reflection entry (post to appropriate thread)
    
    **Due:** Discussion based on taped lecture [video](allow a minute for the viewer to
Week 2 [September 6-9]
Read: Eliot & Rose, pp. 50-62 (Article 4)
Read: How to Write an Essay
Read: (2008, October 10) Publishers must adapt to children's modern reading habits. Education, 328, 1. [Need to be logged into Buley databases]
Suggested reading: Olmert, pp. 27-48
Due: Write a very brief (1-2 page: 300-500 word) essay on Reading and the Reader, focusing on parallels between materials used for writing surfaces and writing tools and digital documents and, based on these parallels, what place you believe digital documents will take in history. [Be sure to read and follow the guidelines for how to write an essay, including the structure of the essay.]

Week 3 [September 12-16]
Read: Eliot & Rose, pp. 63-94 (Articles 5-6)
Suggested reading: Olmert, pp. 51-66

Week 4 [September 19-23]
Read: Eliot & Rose, pp. 97-176 (Articles 7-12)
Suggested reading: Olmert, pp. 69-109
Field Trip: Arrange a visit to exhibition or special collection. Post a brief description and reaction to your visit.
Due: Second Reflection Entry (post to appropriate thread)

Week 5 [September 26-30]
Read: Eliot & Rose, pp. 179-258 (Articles 13-18)
Suggested reading: Olmert, pp. 113-139
Due: Brief (2-3 page: 500-750 word) essay on literacy and book production. [Be sure to read and follow the guidelines for how to write an essay, including the structure of the essay.]

Week 6 [October 3-7]
Read: Eliot & Rose, pp. 259-328 (Articles 19-23)
Suggested reading: Olmert, pp. 141-161
Due: annotated bibliography, focus, and outline for major paper

Week 7 [October 10-14]
Read: Eliot & Rose, pp. 329-418 (Articles 24-30)
Suggested reading: Olmert, pp. 163-195
Due: Write a very brief (1-2 page: 300-500 word) essay on authors and authorship. [Be sure to read and follow the guidelines for how to write an essay,
including the structure of the essay.]

**Due:** Third Reflection Entry

**Week 8 [October 17-21]**

- **Read:** Eliot & Rose, pp. 421-463 (*Articles 31-33*)
- **Field Trip:** Arrange a visit to exhibition or special collection. Post a brief description and reaction to your visit.
- **Suggested reading:** Olmert, pp. 199-233

**Week 9 [October 24-28]**

- **Read:** Eliot & Rose, pp. 468-507 (*Articles 34-36*)
- **Suggested reading:** Olmert, pp. 235-265
- **Due:** Write a very brief (1-2 page: 300-500 word) essay on readers and reading, contrasting the knowledge you have gained from Eliot & Rose and others to your initial essay on reader and reading in week 2. [Be sure to read and follow the guidelines for how to write an essay, including the structure of the essay.]

**Week 10 [October 31-November 4]**

- **Read:** Eliot & Rose, pp. 508-542 (*Articles 37-39*)
- **Field Trip:** Locate and visit an online/digital exhibition or special collection. Post a brief description and reaction to your visit, contrasting it to visits to physical collections in weeks 4 and 8.
- **Suggested reading:** Olmert, pp. 267-295

**Week 11 [November 7-1]**

- **Read:** Eliot & Rose, pp. 547-559 (*Article 40*)
- **Suggested reading:** Olmert, pp. 299-307
- **Due:** Write a very brief (1-2 page: 300-500 word) essay on the future of books. [Be sure to read and follow the guidelines for how to write an essay, including the structure of the essay.]
- **Due:** presentation of major theme and points of interest in course paper

**Week 12 [November 14-18]**

- **Due:** feedback on classmates' presentations

**Thanksgiving Week [November 21-25]**

*Nov. 23-27, Thanksgiving Recess Recess (no classes)*

**Week 13 [November 28-December 2]**

- **Due:** Finalize and post course Project for grading
- **Due:** Final Reflection entry (post to appropriate thread)

**14. Current bibliography**

**BOOKS - HISTORY**


[Examines the books or incunables available in the rare book library of the College of Physicians of Philadelphia. ]


PRINTING - HISTORY


American Review, 10 (2), p167-88.

**BOOKS AND READING/READERS**


15. Library resources

**Journals**

*Book History*
*Libraries & Culture*
Papers of the Bibliographical Society of America
Papers of the Bibliographical Society of Canada
*Printing History*
*Publishing History*
*Studies in Bibliography* (1948-2002); also 2002-present
*The Library*

16. Accommodation for disabilities

"Southern Connecticut State University seeks to provide appropriate academic adjustments for all individuals with disabilities. Southern is committed to fully supporting
all applicable federal, state, and local laws, regulations, and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. There are a variety of resources available to you through the University's Disability Resources Center located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131 TDD."

If you are a student with a disability, before you may receive accommodations in this class, you will need to contact Southern's Disability Resource Center (DRC). For Further Information please refer to the DRC website: www.southernct.edu/drc

17. Academic honesty statement
Plagiarism involves taking and using as one's own the writing and/or ideas of another and ranges from outright stealing to inadequate attribution. The department does not tolerate plagiarism in print or online. Violations of plagiarism or the use of commercial organizations or paid individuals to write all or part of work submitted for a class may result in a failing grade for the course or dismissal from the program.

"Academic Standards and Program Regulations" (from Graduate Studies Catalog): "The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies."

Proscribed Conduct (from Student Handbook) "Academic misconduct including all forms of cheating and plagiarism. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment. Disciplinary sanctions which may be imposed by the University include expulsion from all universities within the CSU System. In cases of academic misconduct, faculty member may fail the student on the work or the course. Ability to take action extends beyond the semester in which the course was taken."

18. Submission of course work
Work is to be submitted through the Vista course shell. When attachments are used, please paste a copy of the contents in the Message input box.

19. Late submissions policy
Life happens but the semester has a definitive end. Please inform the instructor as soon as possible whenever life intervenes between you and a due date. Any work not submitted by the end of the course will be averaged as zeros in calculating the course grade.

20. Class cancellations
Diversity Statement

Culturally diverse samples and examples on various topics and concepts are researched, retrieved from print and non-print and included in the course where appropriate. The use of technology, as a means to teach learners who are visual, aural, or kinesthetic, in order to account for a variety of cultural learning styles, is demonstrated where applicable.