

LIS 683: Services in Libraries  
 Summer 2014, M, W, F 5:00-7:40  
 Instructor: Jan Kamiya  
 Syllabus

#### ACCESSIBILITY

Cell: (808) xxx-xxxx

Email: [jankami@hawaii.edu](mailto:jankami@hawaii.edu)

Office Hours: None. Please contact me to arrange for meetings

Classroom: Sakamaki A103

\*This syllabus is subject to change

#### COURSE DESCRIPTION:

LIS 683 covers services and programming for libraries. It focuses on public library services with special attention to all ages and disadvantaged patrons. While utilizing local speakers, the course addresses both local and national trends and patterns. This course is intended for LIS students, librarians who plan to provide or are already providing library services and programming, and others interested in providing library services.

PREREQUISITE: None

#### LIS PROGRAM LEARNING OBJECTIVES

This course addresses the following objectives of the LIS Program, enabling students to:

- To demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library & information science and technology
- To demonstrate an understanding of the development, organization, and communication of knowledge
- To demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
- To demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- To demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
- To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
- To demonstrate basic competencies required for instructional program development in particular information environments

#### COURSE LEARNING OBJECTIVES

Students who complete this course will:

- have been exposed to a wide range of sources on the theory and practice of library services provision and programming

- have scrutinized a library or libraries in terms of physical plant, programs, and policies
- have up-to-date knowledge about service and programming realities and planning in Hawaii
- have utilized a variety of print and non-print materials appropriate for use in programming and improving services
- have discussed the complexities inherent in issue and policies related to access and service to special populations, including the handicapped and the homeless
- have formulated rationales for the provision of programming to children in all developmental stages and learned the essential elements in program planning
- have articulated the purpose and value of booktalking, storytelling, humanities programming, reading promotion, and outreach programs
- have up-to-date knowledge of issues concerning filtering and electronic (Internet access) and the status of pertinent legislation
- have formulated a philosophy of library service

### STUDENT LEARNING OUTCOMES

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

- 1a) Apply LIS theory and principles to diverse information contexts
- 1c) Develop and apply critical thinking skills in preparation for professional practice
- 1d) Craft and articulate a professional identity

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

- 2c) Develop, manage, and assess information services for specific users and communities
- 2d) Create instructional and outreach programs
- 2e) Demonstrate the ability to advocate effectively for information services

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

- 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.
- 3b) Organize, create, archive and manage collections of information resources following professional standards

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

- 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
- 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

COURSE/TEACHING PHILOSOPHY: Because we each learn from each other's opinions and experiences, I believe that the most productive classroom environment is one in which everyone is an active participant. By exploring the theories and best practices of Library Services, students will feel confident that they will be armed with the tools to be the best librarian they can be. My hope is that by understanding the importance of library services, advocacy, creating positive partnerships, and sharing with colleagues, students will use these practices throughout their professional careers.

TEACHING METHODS: Readings and assignments based on a synthesis of readings and observations and interviews in public libraries. Presentations, demonstrations, written assignments, lectures, videos, visiting speakers, small group & team work, discussions, site visitations.

RESEARCH METHODS: Evaluative observation, case study, interview, content analysis.

### INSTRUCTOR'S EXPECTATIONS

1. Students will attend all class sessions and, as a courtesy to the instructor and other students, be on time. If unable to attend a particular session, the student should contact me and explain the circumstances and make up the class within two weeks. Good communication and courtesy are expected and students with unexcused absences will receive deductions in points toward their final grade.
2. The assigned readings are an integral part of the class and the expectation is that each one will be carefully and thoughtfully read. The assignments and class discussion are built around their content.
3. All assignments shall be completed by the beginning of the class session that it is due unless arrangements (preferably prearranged) are made. This is important because class sessions involve student input and insights gained from assignments. All students should bring copies or the originals of their assignments to class for use in discussions. It is wise to keep copies or back-up files of assignments in case of loss. Students will turn in assignments at the end of class. Please do not miss class because you have not done the assignment. I would prefer that you attend class rather than miss out (just let me know the circumstances why you will be turning in your assignment late).

### PROFESSIONAL EXPECTATIONS

All students in the LIS Program are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/slis/students/profexp.html>

### TECHNOLOGY REQUIREMENTS

Students are expected to use word processing for assignments, automated systems (library catalog, indexes, etc.), the web to enhance the content of assignments, and PowerPoint. Students may bring laptops to class to take notes or for class purposes, however, if a student's laptop use is found to be disruptive to others/used for entertainment purposes or social media instead of classwork, I reserve the right to rescind this allowance.

### COURSE INFORMATION

**Texts:** There is no textbook for this course. Instead, a selection of book chapters, articles, and webpages are listed at the end of this syllabus. They are posted on the LIS 683 website on Lulima.

**Grades:** Grades on each assignment will be A+, A, A-, B+, B, B-, C+..... For final grades, weighting will be based on approximately the percentages specified for the assignments below.

**Participation and In-Class Questions:** 10%.

Participation in class is mandatory. Come prepared to each class having done the required readings for the session. Prepare 2-3 observations, questions, or thoughtful quotes to share with your classmates. For some classes, I will ask you to think about a particular thought to ponder for the following class session. Each class' discussion will be built around these discussion topics. Be prepared to share your papers during class.

**Assignment #1: 5%**

REPORT on a public library. Be sure to cover physical plant, organization of space, maintenance, signage, meeting room, internet provision, apparent priorities in terms of organization, and security arrangements. Describe the library's style in 3 words or less. What kind of atmosphere does the building and surrounding area convey? Who is the target market and what is their lifestyle? Use Day One's reading for more discussion ideas. Pick up a copy of paper communications such as booklists, program flyers etc., put out by that particular library (as opposed to general HSPLS materials) if any exist. One page, single spaced, 10-12 point font.

**Assignment #2: 5%**

PROGRAM OBSERVATION. Observe ONE program at your local library. Write a description for each program including: name of library, person/group giving presentation, number and description of attendees and their responses. Describe the program. What were the objectives of the program as far as you could determine? Was there an evaluation done afterward? What was good about the program and what could be improved (in your opinion). On the day you turn in your paper, be prepared to share your experience with the class. Note: programming for public libraries are most concentrated in the summer. You will want to complete this assignment sooner rather than later because programming opportunities will significantly decrease after July 12. Also, some programs may have a suggested age limit to participate, so be sure to check with your library—they will most likely be accommodating if you just want to observe. One page, single spaced, 10-12 point font.

**Assignment #3: 10%**

SHORT ORAL PRESENTATION. Give a short 5-7 minute oral presentation on selected library advocacy topic.

**Assignment #4: 15%**

ESSAY—Using your choice of readings from Days 5, 6, 7, and 8, write a 2-3 page essay, double spaced, 10-12 point font. The topic of the essay is "The importance of the librarian's role in reaching out to the community." You do not need a separate bibliography but you should weave citations from the articles into your essay.

**Assignment #5: 20%**

PRESENTATION: Prepare a 15-20 minute informative powerpoint presentation on an assigned topic. Might include scanned images, short video clips, handouts, samples of books or materials, or anything that would enhance class interest and understanding. Due date varies.

**Assignment #6: 15%**

BUILDING YOUR PROFESSIONAL LIBRARY: Pick an area of service and put together a bibliography of books and resources that would support you in doing a specific job: (YA services, children's services, reader's advisory, reference, electronic resources, etc.—check with me if not sure). Check for any ALA and Libraries Unlimited publications in your area as well as books available in the UH system for ideas. You have \$1000.00 to spend on a professional library. Specify which books/materials you would purchase, and their prices, to fit your budget. One page, 10-12 point font.

**Assignment #7: 5%**

FINGERPLAY MEMORIZATION. Memorize and prepare a finger game appropriate for pre-schoolers to teach the class. Please avoid ones you already know such as "Here's the church" or "itsy-bitsy spider." Be prepared to perform it several times and to teach it to the class. Bring a short handout with words and instructions to share with your classmates.

**Assignment #8: 10%**

INTERVIEW A PROFESSIONAL: Choose a specialization in public librarianship (Children's, Young Adult, Reference, etc.). Call a librarian at your library of choice and request/schedule an interview with them about their job. Analyze them for skills and background that are useful for them in their position description (criteria). Focus your interview on topics covered in this course, namely, library "services." Prepare a summary of your findings and bring to class to share with your colleagues. The assignment's

grade will be based on the quality of the questions and the adequacy of the summary/ies of the answers. 1-2 pages, single spaced, 10-12 point font.

ASSIGNMENT #9: 5%

REACTION: Write a reaction paper to one of the guest speakers of your choice. 1 page, single spaced, 10-12 point font. Paper maybe submitted anytime on or before Monday August 11, 2014 and will be shared with the guest speaker.

## CLASS SCHEDULE

	IN CLASS	ASSIGNMENTS
1 MON July 7	<u>Introduction</u>  Class introductions Go over syllabus/expectations Programming & Services  Video: Putting Customers First	
2 WED July 9	<u>Factors in Developing a Plan</u>  Physical Plant/Image Programs: Planning and Evaluation	Readings:  Belfont "Service is Personal" Lear "Programming" Todaro "Customer Service + Layout" How to Evaluate Your Library's Physical Environment (webpage article)
3 FRI July 11	<u>Planning: Evaluation</u>  ALA Website; Organizations, Resources on evaluating services Assessment Input/Output Measures Outcome Measures Annual Reports  Video: Conducting the Reference Interview	Readings:  Durrance "Urgent Need" Durrance "Outcomes" Eldridge "Annual Reports" Evans "Assessments"  What do you think? Read ALA website about Grants, Awards and Scholarships. Select one grant, award or scholarship that you could imagine receiving/looks interesting you.  DUE: Assignment #1
4 MON July 14	CLASS NIGHT OFF	Time to write up Assignment #2

<p>5 WED July 16</p>	<p><u>Alternatives Within</u></p> <p>Friends Groups, Advisory Councils, Volunteers</p> <p>GUEST SPEAKER: Friends of the Library: Byrde Cestare, Executive Director, Friends of the Library of Hawaii</p>	<p>Readings:</p> <p>Port Washington Public Library: Advisory Councils (webpage) Preston, "Volunteers" Reed, "Amalgamating for Advocacy" Reed, "Friends Groups"</p> <p>DUE: Assignment #2</p>
<p>6 FRI July 18</p>	<p><u>Reaching Out</u></p> <p>Alliances/Public Relations, Funding &amp; Grants, Professional Organizations</p> <p>GUEST SPEAKER: Lynn Waihee, President, Read-to-Me International</p>	<p>Readings:</p> <p>Brooks + Taylor "Public Relations" Edwards, "Grants"</p>
<p>7 MON July 21</p>	<p><u>Library Advocacy</u></p>	<p>Readings:</p> <p>Alire, "52 Ways to Make a Difference" Siess, "Advocacy" Siess, "Customer Service"</p> <p>What do you think? Read Alire article: Pick 2 ideas you can imagine implementing.</p> <p>DUE: Assignment #3: Advocacy Presentations</p>
<p>8 WED July 23</p>	<p><u>Semester halfway point</u></p> <p>Individual meetings to discuss plans for Assignments #6 (Professional Library) and 8 (Librarian Interview)</p> <p>"River Bend Revisited" library scenarios class activity</p>	<p>Readings:</p> <p>Edwards, "Collaborations" Evenser, "Building Partnerships" Humphrey, "Partnerships"</p> <p>DUE: Assignment #4</p>

<p>9 FRI July 25</p>	<p><u>Expanding the Walls /Outreach/Networking</u></p> <p>Outreach, In-Home Services, Bookmobiles</p> <p>Video: Booktalking with Joni Bodart</p>	<p>Readings:</p> <p>Booktalking (webpage) Block, "Outreach" Edwards "Networking" Gemmer, "Bookmobile Services" Meadows, "Outreach Services" Roberts, "In-home" Assignment #5 Presentations</p> <p>1) _____</p> <p>2) _____</p>
<p>10 MON July 28</p>	<p><u>Community/Culture</u></p> <p>GUEST SPEAKER: Patrick McNally Head of Hawaiian Pacific- Collection at the Hawaii State Library</p>	<p>Readings:</p> <p>Campisteguy, "Multicultural" Edwards, "Diverse" Rubin, "Humanities"</p> <p>Assignment #5 Presentations</p> <p>3) _____</p> <p>4) _____</p>
<p>11 WED July 30</p>	<p><u>Library as Educator</u></p> <p>Homeschooling, Literacy Programs, Functional literacy, Library Role in Literacy, Family/Community Literacy</p> <p>GUEST SPEAKER: Suzanne Skjold, Executive Director Literacy Hawaii</p> <p>Video: Close to Home</p>	<p>Readings:</p> <p>Johnson, "Homeschooling" Salter, "Literacy and Libraries" Salter, "Functional Illiteracy" Sullivan, "Family Literacy"</p> <p>Assignment #5 Presentations</p> <p>5) _____</p> <p>6) _____</p>
<p>12 FRI August 1</p>	<p><u>Reading Promotions &amp; Reader's Advisory</u></p> <p>Reader's Advisory, Summer Reading Programs, Bookclubs, Storytelling</p> <p>GUEST SPEAKER: Ann Fujioka, Head of the Technical Services Section, HSPLS. E formats in HSPLS: Overdrive, One Click Digital, Zinio, GVRL</p>	<p>Readings:</p> <p>ALA and CIPA (webpage) Booth, "Reader's Advisory"(for teens) Pearl, "Reader's Advisory" Rolstad, "Readers Advisory" Sullivan "Reader's Advisory (for children)" Sullivan, "Summer Reading Programs"</p>

		<p>Assignment #5 Presentations</p> <p>7) _____</p> <p>8) _____</p>
<p>13 MON August 4</p>	<p><u>Young Adult Services , Services for the Aging Population, Services for Special Populations</u></p> <p>Young Adult Services Handicapped (Laws, Standards, Disabilities) Senior Services</p> <p>Video: And Access To All: ADA and your Library 13212</p>	<p>Readings:</p> <p>Gorman and Suellentrop “YA Customer Service”</p> <p>Marshall “New Patterns of Aging” Roberts, “Service to All” Wright, “Suggestions” Read NLS website: <a href="http://www.loc.gov/nls/">http://www.loc.gov/nls/</a> Handout by Lauren Yamasaki, Young Adult and Seniors Librarian at Aina Haina Public Library, HSPLS</p> <p>Assignment #5 Presentations</p> <p>9) _____</p> <p>10) _____</p>
	<p><u>Class onsite tour of The Library for the Blind and Physically Handicapped</u></p> <p>Our host: Sue Sugimura, Manager, Library for the Blind and Physically Handicapped</p>	
<p>14 WED August 6</p>	<p><u>Children’s Programming</u></p> <p>Baby-toddler programs Read-alouds</p> <p>Pre-school programs</p> <p>Video: Libraries are for Babies Too!</p> <p>GUEST SPEAKER: Curt Fukumoto, Children’s Librarian Kaneohe Public Library, HSPLS</p>	<p>Readings:</p> <p>Ghoting, “Literacy Concepts” Ghoting, “Storytimes Preschool” Jeffrey “Literate Beginnings” Macmillan: “Storytime Tips” Reading Aloud From Infancy (webpage)</p> <p>DUE: Assignment #6: Professional Library</p> <p>DUE: Assignment #7 Fingerplay Memorization</p>



<p>15 FRI August 8</p>	<p><u>Services as Response</u></p> <p>Unsupervised, disruptive children; homeless</p> <p>Dealing with Difficult Library Situations</p> <p>Activity: discuss cases in small groups</p> <p>Video: Is The Customer Always Right?</p> <p>GUEST SPEAKER: Hillary Chang, Manager of the McCully-Mō'ili'ili Public Library, HSPLS</p>	<p>Readings:</p> <p>Chattoo, "The Problem patron: Is There One in Your library?"</p> <p>Chelton, "The Problem Patron: Public Libraries Created"</p> <p>Golian, "Older Adults: Problems"</p> <p>Jones, "Opposites Attract"</p> <p>Mosley, "Guidelines"</p> <p>Smith, "Active Listening"</p> <p>Turner, "Angry People"</p> <p>Turner, "Nasty Behaviors"</p> <p>Turner, "Unattended Children"</p> <p>*optional: Turner, "Street People"</p>
<p>16 MON August 11</p>	<p><u>The Job &amp; Competencies</u></p> <p>GUEST SPEAKER: Stacie Kanno, Director of the Public Libraries Branch, HSPLS</p> <p>Being a public librarian, types of jobs; skills; Current situation on hiring, etc; staff structure.</p>	<p>Readings:</p> <p>Christopher, "Communication"</p> <p>Edwards, "The Future of Libraries"</p> <p>Ford, "Qualities"</p> <p>Kalin, "Skills"</p> <p>DUE: Assignment #8</p> <p>DUE: Assignment #9</p>
<p>17 WED August 13</p>		<p><u>Evaluations</u></p>

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