LIS 683 – Services in Public Libraries

Tuesdays 1:00 p.m. - 3:40 p.m. Hamilton Library, 3F

Instructor: Dr. Vanessa Irvin, M.S.L.S., Ed.D.
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URL: http://www2.hawaii.edu/~irvinv

COURSE DESCRIPTION
LIS 683 covers services and programming for public libraries. It focuses on public library services with special attention to all ages and underserved populations. This course is intended for LIS students and librarians who plan to provide or are already providing public library services and programming, and interested others.

Prerequisite: None, but LIS 601 is strongly suggested before taking this course.

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
- Faculty incorporate their research findings in the courses they teach

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.
Email irvinv@hawaii.edu if you have any questions about this course’s content.
COURSE LEARNING OBJECTIVES
Students who complete this course will be able to:

• discuss a diverse range of sources on the theory and practice of public library services
• assess and evaluate public libraries in terms of physical plant, programs, and policies
• articulate their knowledge about public library service and planning in Hawai’i
• utilized a variety of print and non-print materials appropriate for use in programming and improving services
• understand the complexities inherent in issue and policies related to access and service to special populations
• plan and initiate library programming, reading promotion, and outreach services
• critically assess issues concerning equitable access and the status of pertinent legislation
• formulate rationales for the provision of funding for improved library services
• be able to articulate a philosophy of library service that advocates for promotion and ongoing innovation of public library collections, programs, and staff development

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.
   5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability.

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TEACHING PHILOSOPHY
This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding librarianship in public settings. Learning to identify community needs, to ask meaningful questions, to advocate for the reading public and their reading interests and tastes, and to be able to assume a leadership role for serving diverse populations, is vital for the identity construction of the public librarian. The broad goal of the course is to help students acquire the ability to critically assess and engage with the reading public, they community at-large and in library stakeholders for the purpose of solidifying the public library and its services, in local communities.

TEACHING METHODS
This course is taught seminar style, using a variety of pedagogical approaches, including but not limited to: lectures, field research, collaborative projects and presentations, class and small group discussions, writing projects, intensive reading, and guest speakers.

RESEARCH METHODS
This course employs various research methods such as ethnography, practitioner inquiry, action research, case studies and critical evaluation, to facilitate class discourse, field assignments, and scholarly composed and delivered written and presented work.

CITATION STYLE
This course’s citation style is APA. Therefore, the APA Manual is a required text. You should purchase it and use it extensively to properly format and present your work throughout the semester.


TEXTS & MATERIALS
REQUIRED: We will be reading and discussing the following texts. Do not purchase until after first class session.


REQUIRED: Bibliographic information for WEEKLY ARTICLES will be made available through the Resources section of the Laulima course system (https://laulima.hawaii.edu). If you are enrolled in this course, a tab for LIS 601 should be readily accessible via your Laulima interface.

Other Requirements:
- Use of UH email
- Hawaii State Public Library System (HSPLS) library card
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required

COPYRIGHT NOTICE
Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni’s projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor’s nor course alumni’s) without express written consent of your Instructor.

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STUDENT RESPONSIBILITIES

This graduate level course is reading, writing, research, and fieldwork intensive. You should expect to spend at least 10 to 12 hours each week using your text(s), conducting research, actively participating in any online discussions, visiting libraries, and using a variety of print and online resources to compose, submit, and discuss your work. Additionally, as a LIS graduate student, it is anticipated that you understand the following student responsibilities:

Prerequisite Competencies. As an LIS graduate student, there are professional and technical competencies you need to have on board before beginning coursework within the LIS program. Refer to the following links for details on the prerequisite technical and professional competencies you need in order to successfully experience this course:

Professional Expectations Notice: http://bit.ly/1KDne9n
Computer Literacy Skills: http://www.hawaii.edu/lis/students/computer-literacy-skills/

Class Participation. The ability to work successfully with colleagues is vital to your career as an information professional. Thus, class participation and interaction with your classmate-colleagues and Instructor are imperative components of this course. To this end, you are expected to contribute thoughtfully, respectfully, and fully, during class discourse. Also, class participation includes all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course.

In consideration of all during class, please turn off or set vibrate on mobile devices.

Emailing Professor Irvin. Please know that I receive a lot of college and university-related email, plus professional email from various places all over the world. So when you email me please use your UH email only, putting your correct course number in the email subject line so that I know it is student email, and can give your query the proper priority. This is very important. If you don't do this, your email may be missed. This should be done consistently throughout the course, even as we get to know one another.

For example,

From: youremailaddress@hawaii.edu
Subject field: LIS 601681 Question about grant project

Additionally, due to the nature of assignments in this course, I do not accept assignments via email. See the “Assignment Submission Policy” below, to learn how to properly submit assignments.

Assignment Submission Policy. You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works. Assignments are due by 1:00 PM Hawaii Time, on the date due (usually on class day), unless otherwise specified. Late assignments are subject to significant points deducted off of your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the date due, you need to inform your Instructor in as much advance as possible. Please understand that late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit on time and correctly. Thus, if you submit late, expect a delay in communications and response. Note: I do not accept assignments by email.

Kokua Program | Disability Access Services. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center (QLC) for Student Services. All accommodation information is confidential.

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ACADEMIC INTEGRITY AND HONESTY
In keeping with the American Library Association's *Code of Ethics* (2008), the LIS department expects its students to conduct themselves in a responsible, ethical, and professional manner. To this end, the department applies the university's *Academic Integrity Policy* with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), as a pre-service LIS professional, the UHM LIS Program anticipates your compliance to its *professional expectations*. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Please know that successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. Any incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean.

**“THE WORK”**

<table>
<thead>
<tr>
<th>MODULE</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Services</td>
<td>LIS Critical Book Reviews (3)</td>
<td>Week 4 Week 8 Week 12</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm</td>
<td>Readers’ Advisory Field Research</td>
<td>Week 9</td>
<td>20%</td>
</tr>
<tr>
<td>Collaborative Assessment &amp; Planning</td>
<td>Library Programming Committee Project</td>
<td>Week 14</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>Public Libraries Grant Project</td>
<td>Week 16</td>
<td>30%</td>
</tr>
<tr>
<td>Philosophy &amp; Resources</td>
<td>Class discourse, professionalism, emails, etc.</td>
<td>Weekly, as specified in Class Schedule</td>
<td>10%</td>
</tr>
</tbody>
</table>

**General Grading Rubric.** Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:

- Originality and depth of ideas, insights and professional assessments
- Demonstrated ability to use scholarly sources to support ideas and opinions
- Compliance with course criteria and standards
- Fulfillment of all requirements for particular assignment
- Timeliness of submission (submitting too early can be just as bad as submitting too late)

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ASSIGNMENTS
Guidelines for assignments will be distributed and discussed in class.

ASSESSMENT
Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, per LIS program policy, a GPA of 3.0 is required for continued registration and graduation from the LIS program. This means that you must pass LIS courses with a final grade of “B-” or higher to be considered as passing in the LIS program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100+ pts</td>
</tr>
<tr>
<td>A</td>
<td>93 – 99.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.9</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.9</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63.9</td>
</tr>
<tr>
<td>F</td>
<td>= 59.9</td>
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Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in inquiry journals, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to rubrics and checklists for major assignments. Assignment grade weights:

- Critical Book Reviews: 30%
- Midterm – Readers’ Advisory Field Research: 20%
- Programming Committee Project: 20%
- Final – Public Libraries Grant Project: 30%
- Class Participation: 10%

Total: 110%

Feedback. I provide full feedback on the midterm and most weekly assignments, particularly during the early part of the semester. Due to the time I take to carefully read and evaluate everyone’s work, you can expect to receive your grade and feedback within two weeks of an assignment’s due date.

Feedback is offered on the final project by email request only, at my discretion. What this means is: I am more likely to provide feedback for students who scored low (lower than a B) on the final project and/or in the course.

Extra Credit. There is no extra credit available for this course.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvin@hawaii.edu.

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<table>
<thead>
<tr>
<th>Week 1 – January 12, 2016</th>
<th>Week 10 – March 15, 2016</th>
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</thead>
<tbody>
<tr>
<td>Topic: Class Introductions, Syllabus Q&amp;A</td>
<td>Topic: Readers’ Advisory in Public Libraries</td>
</tr>
<tr>
<td>DUE: Syllabus in class</td>
<td>Readings: Laulima &gt;&gt; Resources</td>
</tr>
<tr>
<td></td>
<td>DUE: nothing.</td>
</tr>
</tbody>
</table>

**Week 2 – January 19, 2016**

Topic: Public Library History and Structure
Readings: Laulima >> Resources
DUE: Book review picks to irvinv@hawaii.edu

**Week 3 – January 26, 2016**

Topic: Mission Statements / Vision Statements
Readings: Laulima >> Resources
DUE: nothing.

**Week 4 – February 2, 2016**

Topic: Policies for Public Library Services
Readings: Laulima >> Resources
DUE: Book Review #1
DUE: Grant proposal pick to irvinv@hawaii.edu

**Week 5 – February 9, 2016**

Topic: Funding in Public Libraries
Readings: Laulima >> Resources
DUE: nothing.

**Week 6 – February 16, 2016**

Topic: Library as Space and Place
Readings: Laulima >> Resources
DUE: nothing.

**Week 7 – February 23, 2016**

Topic: Needs Assessment for Service Communities
Readings: Laulima >> Resources
DUE: nothing.

**Week 8 – March 1, 2016**

Topic: Who Uses Public Libraries?
Readings: Laulima >> Resources
DUE: Book Review #2

**Week 9 – March 8, 2016**

Topic: Who are the Librarians in Public Libraries?
Readings: Laulima >> Resources
DUE: Midterm – Readers’ Advisory Research

**SPRING BREAK! March 21-25, 2016**

University Closed; No Class.

**Week 11 – March 29, 2016**

Topic: Library Programming
Readings: Laulima >> Resources
DUE: nothing.

**Week 12 – April 5, 2016**

Topic: Outreach and Marketing
Readings: Laulima >> Resources
DUE: Book Review #3

**Week 13 – April 12, 2016**

Topic: Critical Incidents in Libraries
Readings: Laulima >> Resources
DUE: nothing.

**Week 14 – April 19, 2016**

Topic: Libraries and Disasters
Readings: Laulima >> Resources
DUE: Programming Committee Project

**Week 15 – April 26, 2016**

Topic: Public Libraries in the World
Readings: Laulima >> Resources
DUE: nothing.

**Week 16 (last day of classes): May 3, 2016**

Topic: Trends in Public Library Services
Readings: Laulima >> Resources
DUE: Public Library Grant Proposal

Finals Week: May 9-13, 2016

End of Semester: May 14, 2016