LIS 683 – Services in Public Libraries  
Spring 2018

Tuesdays 1:00 p.m. - 3:30 p.m. Hamilton Library, 3G

INSTRUCTOR INFORMATION

Instructor: Dr. V  
Office: Hamilton Library 003C  
Office Phone: (808) 956-6703  
Office Hours: By appointment only, please email request  
Email: irvinv@hawaii.edu  
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.

COURSE EXPECTATIONS

The culture of this class is unique. Thus, the following points are for your understanding:

- It is anticipated that you understand that LIS 683 is a graduate-level course that is reading, writing, research, and fieldwork intensive. Per university guidelines, you should expect to spend at least nine (9) hours each week beyond class time engaged in using your text(s), conducting research, actively participating in any online discussions (if applicable), visiting libraries and their collections, and using a variety of print and online resources to compose, submit, and discuss your work.
- It is anticipated that you understand that class lectures, activities, and course materials are presented to appeal to a wide audience of varying levels of understanding in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.
- It is anticipated that you possess the professional expectations and computer literacy skills competencies per the stipulations of the UHM LIS Program.
- It is anticipated that you will attend class, arriving on time, and staying for the entire class period.
- It is anticipated that you read and follow all policies and instructions for class culture, discourse, and assignments.
- It is anticipated that you adhere to on-time and correct submission of all assignments.
- It is anticipated that as a graduate student, you comply with the university’s academic integrity policy.

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

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, the community at-large and with 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.

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.
TEXTS & MATERIALS

LIS 683 COURSE TEXT.
- ISBN-13: 978-0-8389-1506-6 | $72.00 USD (retail list price) | 410 pgs | paperback
- Reading assignments are concorded for print edition, only. Readings are not synchronized to electronic format.
- Text should be readily available at UHM Bookstore in Campus Center.
- Also available via alastore.ala.org and Amazon Prime.

LIS 683 CITATION/WRITING STYLE = APA.
- Professional attention to detail requires producing work that respects language conventions, even if they are not our own. In this vein, we are using APA style for citation and writing conventions for this course. Unless otherwise specified, all course assignments should follow APA standards for spelling, grammar, and for concise, unbiased writing conventions. Additionally, all assignments should be written expressing correct diacritics for all native/indigenous languages (Hawaiian, Spanish, etc.).
- The text is:
- Text should be readily available at UHM Bookstore in Campus Center.
- Text is also available via Amazon priority shipping.
- Additionally, the course-approved online resource for APA style is located at: https://owl.english.purdue.edu/owl/resource/560/01/

WEEKLY ARTICLES. Bibliographic information for assigned weekly articles will be made available through the #articles channel on the course Slack platform (http://bit.ly/2lUiFhz). Note: most weeks have readings, some don’t. Always check.

ADDITIONAL TEXT REQUIREMENTS.
- UH email
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) library card to access the HSPLS catalog and databases

BRING YOUR OWN DEVICE (BYOD).
- This course employs the BYOD (Bring Your Own Device) model for enhancing interactive discourse within classroom culture. Thus, you are encouraged to bring your own Wi-Fi device to class as an educational aid/tool to search for and access information pertinent to class discourse.
- I realize that we all can get easily distracted with our technologies. Yet, this BYOD policy is based on an honor system of trusting that as graduate students, you will be exhibiting their highest integrity and behavior during class sessions, and will not be actively engaging in social media and/or personal web browsing.
- Keep in mind that every interaction having to do with this course is considered part of one's class participation score (see *Professionalism and Class Participation*, page 5 of this syllabus). Thus, disrespectful interactions concerning technology and devices are not anticipated. Any concerns will be handled on a case-by-case basis.

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ALOHA, ‘OHANA, KULEANA.

LIS 683 aligns its agenda with the Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana. With these values in mind, the following intentions are anticipated for all LIS 683 students:

Courseware Technology. This course utilizes the following platforms for course management:

- **Slack**. Slack ([http://www.slack.com](http://www.slack.com)) is an online collaboration platform targeted towards corporate, non-profit, and educational institutions as a digital workspace for working groups. Slack is used in higher education as a more user-friendly course management system. For this course, Slack will be employed to post class readings and materials, to email updates/announcements, to facilitate online class meetings (as appropriate), and to send assignment feedback. You will be required to use Slack to submit your assignments and to access course materials and information. It is your kuleana to correctly and effectively learn how to navigate Slack. The Slack location for this course is: [https://uhmlis683-spr18.slack.com/](https://uhmlis683-spr18.slack.com/)
  a. You can only log in to the course using your UH email address.
  b. Slack can be used on the web, and downloaded and installed (for free) on all your devices – phone, tablet, laptop, desktop.
  c. Be sure that you turn on notification settings for Slack channels so that you are notified of any announcements on your devices.

- **Laulima**. Laulima ([https://aulima.hawaii.edu/portal](https://aulima.hawaii.edu/portal)) is UH’s course management system. For LIS 683, Laulima will only be used by your Instructor for course-wide email, as appropriate. It is your kuleana to correctly and effectively navigate Laulima.

Attendance. Attendance to class is your professional obligation akin to showing up for work. At the very minimum, “attendance” means coming to class on time, returning from class breaks on time, and staying for the entire class session. To be excused for lateness or absence due to illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least two (2) weeks in advance of the anticipated missed class session, to receive accommodations for due dates and missed work. Unexcused lateness/absences affect your class participation score, which can affect your overall course grade.

Emailing Dr. V. For LIS 683, professionally composed email becomes an important part of your coursework during the semester. Thus, be sure to email me using your UH email only, putting the correct course number in the email subject line so that I receive your query as priority email. This stipulation is very important. If you don’t do this, your email will likely be missed. This should be done consistently throughout the semester, even as we get to know one another. For example:

  From: youremailaddress@hawaii.edu
  Subject field: LIS 683: My class chapter presentation

Additionally, be sure that your emails are professional in tone and presentation, with appropriate address and salutation. You can review established guidelines for composing professional emails at: [http://bit.ly/1IMGzo4](http://bit.ly/1IMGzo4). Lastly, due to the nature of LIS 683 assignments, unless otherwise requested, I do not accept assignments via email.

Submitting Assignments. You are responsible for the correct and on-time submission of your work; this includes effectively navigating the class course management platform (Slack or Slack). Assignments are due by 1:00 PM HST, on the date due (usually on class day), unless otherwise specified. Late assignments are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions, so please do not ask). If you cannot submit your assignment on time, you need to inform me in as much advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit correctly and on time. Thus, if you submit late, expect a delay in communications and response. I do not accept assignments by email. Be sure to put your first and last name on all your assignments.

Support Services. Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili’uokalani Center for Student Services, Room 312. More information is available at the CSDC website: [http://manoa.hawaii.edu/counseling/](http://manoa.hawaii.edu/counseling/). Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UH Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: [http://manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/).

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KOKUA. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I am happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations for LIS 683. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Liliʻuokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. Special accommodations cannot be made unless documented and prescribed by KOKUA.

Professionalism and Class Participation. Professionalism involves taking kuleana for your communications and interactions with your classmate-colleagues and LIS 683 faculty and staff. Class participation includes taking personal kuleana in exhibiting aloha in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course. Positive dynamics ensures a good learning experience for the LIS 683 ʻohana, and is mutually observed and assessed by the LIS 683 faculty and staff, accordingly. Refer to the Professional Expectations Notice and the UHM LIS Program requirements for student Computer Literacy Skills for details on the prerequisite technical and professional competencies you need in order to successfully experience this course. Points are deducted from your class participation score (10% of your course grade) for distracting, disruptive, unprofessional behavior in LIS 683. Note: Be aware that your professional behaviors are easily observed and evident to faculty and staff who write references for scholarships, internships, and job applications.

Important considerations for exhibiting aloha for LIS 683 class culture include:

- **Arrival to class:**
  - On-time arrival is anticipated. When arriving, strive to sit towards the front of the classroom to create an effective interactive setting for classroom discussion with the class group, in-person and online.
  - If you arrive late to class, be considerate and find a seat towards the back of the classroom, as opposed to becoming a distraction by trying to sit up front; lateness disrupts in-classroom and any distance education participation.

- **Respecting class time (“class time” is based on the clock on the classroom wall):**
  - Return from class breaks on time.
  - During class presentations, be sure to speak within the time you’ve been allotted so that everyone else gets equal time to present their work.
  - On the rare occasion that class lasts a few minutes longer because classmate-colleagues are finishing their presentations (e.g. midterm and finals time), be supportive: stick and stay.

- **Class discourse:**
  - Because we are typically on dual platforms (face-to-face and Hālāwai/Zoom), all of us must be mindful to speak clearly so that everyone can hear and respond to what is being shared.
  - The classrooms in the LIS ʻohana carry sound very easily. When you have side conversations, particularly during lectures or presentations, the vitality of the class decreases. Please be mindful.

- **Being flexible:**
  - Because collaborative work is organic, consider the class schedule as tentative and subject to change, depending on the dynamism and emergent pedagogical needs of the class group, and/or based on LIS, university, and even world developments and events. Be sure to read all class-wide email that is sent by LIS 683 faculty and/or staff, and take notes on in-class announcements so that you are informed of all updates.

- **Devices:**
  - Please keep your interaction on your devices focused towards class topics. We do use the internet to look up and confirm information. However, please save social media interactions for personal time, unless we’re consulting it for class discourse. (See Bring Your Own Device information on page 3 of this syllabus.)
  - In consideration of all during class, silence or set vibrate to your mobile devices.

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Email irvinv@hawaii.edu if you have any questions about this course’s content.
ACADEMIC HONESTY AND INTEGRITY
In keeping with the American Library Association’s Code of Ethics (2008), the UHM LIS Program expects its students to conduct themselves in a respectful, 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, 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. Successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first 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. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

STUDENT LEARNING OUTCOMES (SLOs)
The UHM LIS Program’s curriculum is framed around the following student learning outcomes:

- **SLO1** | Design, provide, and assess information services
- **SLO2** | Apply history and ethics to develop a professional LIS identity
- **SLO3** | Create, organize, manage and discover information resources
- **SLO4** | Evaluate and apply information technologies
- **SLO5** | Engage with diverse communities and/or indigenous cultures
- **SLO6** | Demonstrate skills necessary to manage and work effectively within information organizations

LIS 683’s course deliverables provide introductory information and/or discourse to address all the SLOs, as follows:

### ASSIGNMENTS

<table>
<thead>
<tr>
<th>MODULE</th>
<th>ASSIGNMENT</th>
<th>SLO</th>
<th>DUE DATE</th>
<th>%</th>
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<tbody>
<tr>
<td><strong>Professional Services</strong></td>
<td>Class Chapter Presentation</td>
<td>SLO1</td>
<td>SLO3</td>
<td>SLO4</td>
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<tr>
<td><strong>Midterm</strong></td>
<td>Readers’ Advisory Field Research Paper</td>
<td>SLO2</td>
<td>SLO5</td>
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<tr>
<td><strong>Collaborative Planning &amp; Assessment</strong></td>
<td>Programming Team Committee Project</td>
<td>SLO3</td>
<td>SLO4</td>
<td>SLO5</td>
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<tr>
<td><strong>Final</strong></td>
<td>Public Libraries Grant Proposal</td>
<td>SLO1</td>
<td>SLO2</td>
<td>SLO6</td>
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<tr>
<td><strong>Philosophy &amp; Resources</strong></td>
<td>Class discourse, assigned field research,</td>
<td>SLO2</td>
<td>SLO5</td>
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<tr>
<td>(Class Participation)</td>
<td>professionalism, office hours, emails, etc.</td>
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<td><strong>TOTAL</strong></td>
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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)

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.
ASSIGNMENT | CLASS CHAPTER PRESENTATION

DUE: Starting Week 5 | Tuesdays, as assigned – by 1:00 PM HST, in class.

This course is being presented as a collaborative learning community. Thus, we are all going to be contributing to the learning outcomes of our topic: public library services. To this end, all of us will be conducting research, readings, and writings to present the topics of this course. Each course colleague will present a chapter of the course text as follows:

**Chapter Assignments:**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Topic</th>
<th>Week Due</th>
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<tbody>
<tr>
<td>Week 2 – Dr. V</td>
<td>Chapter 2</td>
<td>Public Library History</td>
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<tr>
<td>Week 3 – Dr. V</td>
<td>Chapter 1</td>
<td>Library as Community Anchor</td>
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<tr>
<td>Week 4 – Dr. V</td>
<td>Chapter 3</td>
<td>Equity of Access</td>
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<td><em>no class on campus</em></td>
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<tr>
<td>Week 5 – Courtney Tonokawa</td>
<td>Chapter 4</td>
<td>Metrics, Outcomes, Standards</td>
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<td><em>no class on campus</em></td>
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<tr>
<td>Week 6 – Vanda Moore</td>
<td>Chapter 5</td>
<td>Political, Legal, Finance</td>
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<tr>
<td>Week 7 – Nic Cho</td>
<td>Chapter 6</td>
<td>Public Library Organization</td>
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<tr>
<td>Week 8 – Cheri Ebisu</td>
<td>Chapter 7</td>
<td>Facility Management</td>
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<tr>
<td>Week 9 – Hoku Ka’aha’aina</td>
<td>Chapter 8</td>
<td>Youth Services</td>
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<tr>
<td>Week 10 – Sarah Nakashima</td>
<td>Chapter 9</td>
<td>Community Engagement</td>
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<tr>
<td>Week 11 – Cat Perez</td>
<td>Chapter 10</td>
<td>Collaboration &amp; Leadership</td>
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<td><em>SPRING BREAK</em></td>
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<tr>
<td>Week 12 – Chelsie Suzuki</td>
<td>Chapter 11</td>
<td>Library Technology</td>
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<tr>
<td>Week 13 – Nic Doi</td>
<td>Chapter 12</td>
<td>International Librarianship</td>
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Specifications. Your presentation will consist of three (3) parts: a visual lecture, supplemental handouts or activity, and lecture notes.

a. **Visual lecture.** You must present your assigned chapter as a visual lecture. You can use PowerPoint, or any other visual medium you deem appropriate to generate class engagement and discourse. Your lecture should be at least 30 minutes with a class activity to enhance collaborative learning.

b. **Handouts/Class Activity.** You must lead and facilitate a class activity to supplement your lecture. The activity should be 15-30 minutes. Handouts are a plus.

c. **Lecture Notes.** You must provide your lecture notes as a formal paper. The paper should be at least 500 words and no more than 1,000 words, which equals about 3-5 pages, double-spaced, when using a traditional 12-point font in Microsoft Word. Your lecture notes paper should be a thorough articulation of the chapter read. Your paper should cite the course text and at least three (3) articles from the “References” section of your assigned chapter. Be sure to put your first and last name in the header and paginate via the footer.

Submission Guidelines. Upload your lecture notes, presentation, and all supplemental materials via Direct Messenger on Slack, before class session of the date due. See the Assignment Submission Policy on page 4 of the class syllabus for my policy on late assignments. You may also want to bring a hard copy of your paper to class on the date due so that you are best prepared to discuss your views. Be sure to have enough copies of any handouts for all class members.
In this research, you will learn how a public librarian engages readers’ advisory in professional practice. To begin your research, situate yourself as the patron by taking note of your answers to the following questions: What is your favorite genre? What types of books do you like to read? What kinds of settings, characters, and pacing do you enjoy in a story? Why do you like to read what you read? Once you are clear about your information need, visit a public library that you usually do not patronize and ask a reference librarian for help in locating two titles that meet your leisure reading interests. The books must be on the shelves at the library. Do not accept requests or inter-library loan as resolution for your query. You must be able to check out the books and walk out of the library with books in hand. Bring your books with you to class, on March 6, 2018. As the patron, you are the initiator of the readers’ advisory interaction. You needn’t disclose that you are an LIS student because you are going to the library as a patron looking for two books to read that you will enjoy. You want this interaction to be as authentic as possible, so that the librarian doesn’t feel that they have to “perform” to model librarian professional practice to you.

Observe carefully, the following professional practices employed (or not):

- How did the librarian receive your query (body language, facial expression, etc.)?
- What was his/her immediate response to your query (the first thing they said)?
- What search techniques did the librarian employ to resolve your query?
- In what ways did the librarian “sell” you the books?

Important: Observe during the readers’ advisory interview, do not take notes while interacting with the librarian. Observe, taking mental notes of the experience. As soon as the readers’ advisory interview is complete, sit down at a library table and then scribe your notes. Be sure to include date, time, observations of your surroundings including where you’re sitting, who’s around you, what’s going on in your vicinity, and anything else that strikes you about the environment. Then write what happened during the librarian interaction, raising any questions that come to mind. These are called “field notes” and are an important means of ethnographic data collection.

Then write a reflective memo (akin to a journal entry) addressing these considerations: Do the books the librarian gave you truly meet your information need? Are you excited to read these books? Why? What did the librarian say or do to help you connect with these books? What about your patron experience was most useful? Least useful? Impressive? Disappointing? Surprising? What did you learn? What do you now know that you did not know before?

Using your field notes and memo, write a formal ethnographic report delineated as follows:

Part I: Vignette. In this section, introduce your paper with a brief story about your preparation and stance for this research. Also narratively provide the library’s full name and location stating why you chose this particular location.

Part II: Literature Review. Discuss the readings assigned for Week 9 and how they inform your understanding of this topic. Segue into the next section.

Part III: Ethnographic Report. Provide your full write up of your readers’ advisory field research in this section.

Part IV: Conclusion. Discuss strengths and weaknesses of the readers’ advisory interaction as you observed and experienced it. Discuss your understanding of the value of readers’ advisory as an information literacy tool.

References: Provide a reference list of all resources cited, APA style.

Appendix A: Your field notes (scanned images of your handwritten notes are preferred).

Appendix B: Your reflective memo.

FORMAT. Parts I - IV should be no longer than 15 pages. Your introductory vignette should be single-spaced and in italics, the rest of the paper should be double-spaced, normal 12 pt. font, with 1” margins around, with a cover page, running head and paginated, and cited in accordance with APA citation standards.

SUBMISSION. Upload your paper via Slack, by direct message to your Instructor only, AND bring a hard copy of the paper to submit in class, no later than March 6, 2018, 1:00 p.m., HST. Bring your two library books to class as artifacts for discussion.

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.
The purpose of this assignment is to gain experience with strategically planning literacy-based programs for libraries in a collaborative context. While this course focuses on public libraries, in Hawaii, we also have P&S (public and school) libraries, so this project can also address the school media context. Each team will plan a library programming schedule for one library for an entire year (September – August). Each team will submit a paper with an accompanying in-class presentation on how the programming agenda will be implemented, sustained, and executed. The Programming Project must be substantiated by demographic, ethnographic (observatory field), and LIS research.

Your team paper and presentation must contain the following elements (in this order):

1) Introduction.
   a. Introduce the library you are working for in terms of full name, address, location, neighborhood.
   b. Offer a brief history of the library and its community.
   c. Articulate objectives and goals for this programming presentation.

2) Needs Assessment.
   a. Offer a detailed profile that includes community demographics and services.
      i. Identify major user groups for your library.
   b. Describe the library and its facilities for offering programs for the community. In other words, who can the library service for programming? Where? When? Why? How?
   c. Identify information needs of the community based on your data and professional observations that will be addressed with programming events.

3) Programming Outline and Schedule.
   a. This is the meat of the project. You must offer at least one program per month, September-August (public libraries typically follow the academic year schedule for staffing, programming, etc.). That equals 12 programs for this project, at the minimum. You can have more than 12, but be careful to offer a cogent balance of programming. Too much is just as ineffective as too little.
   b. At least two (2) promotional flyers:
      i. one flyer for a regularly scheduled program (any user group), and
      ii. one flyer for a Summer Reading program (a different user group).

4) Budget.
   a. You are the librarians for this library. The administration has allotted the following budgets for library programming at your location, for the fiscal year (July 1 – June 30):
      i. Outreach Initiative has an annual budget of $1,000.00
         Ideas: prizes, photocopying for flyers, give away books, etc.
      ii. In-House Initiative has an annual budget of $1,250.00
         Ideas: honorariums, refreshments, prizes, giveaways, etc.
      iii. Summer Reading Program has received a Friends Group donation of $500.00
         Ideas: prizes, snacks for summer programs, gift certificates, etc.

5) Conclusion.
   a. In this section, discuss the strengths and weaknesses of your programming schedule. Let stakeholders know what resources you have in place, and what resources are needed to full success of your plan.
   b. Also state what benefits your programming brings to your library and its service community. Literacy outcomes can be discussed in this section.

6) References.
   a. Provide a complete reference list of all in-text citations, APA style.

7) Appendices.
   a. Provide all cogent appendices in clear, numerical order.

Be ready to report who your committee members are (no more than 2 people), by no later than Week 7 of the semester. Lastly, this proposal is to be in budget. If you go over budget, you must present an amendment to the proposal for additional funding and support (e.g. friends groups, pro bono performers, etc.). Each committee will receive a grade, and each committee member will receive an individual grade. The average between the two grades will be your personal group project grade. Programming strategies will be discussed in class.

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.
FINAL | PUBLIC LIBRARY GRANT PROPOSAL
DUE: Week 16 | Tuesday, May 1, 2018, 1:00 PM HST (last day of class).

For this final project, you will write a hypothetical grant application seeking to procure funds for your public library. Your stance: You are the branch manager of a local public library. You want to apply for a grant to secure funds to develop your library’s collection, or to institute a new initiative in the library for the good of the community, or to pay for professional development of your staff members.

Choose one (1) of the grants below. Email your grant choice, no later than the end of Week 4 of the semester to: irvinv@hawaii.edu. Once you pick your grant, you cannot change your choice. These are the only grants we are working with this semester. No exceptions, so please do not ask.

For Collection Development
Eisner Graphic Novels Grant for Libraries - Growth Grant: http://bit.ly/1S7vEFC

For a New Initiative
Loleta D. Fyan Grant: http://www.ala.org/awardsgrants/awards/154/apply

For Staff Development
H.W. Wilson Library Staff Development Grant: http://www.ala.org/awardsgrants/awards/39/apply

Assignment Guidelines.
This project will make you think, critically analyze, and synthesize your own ideas with the course readings, your field research, and class discourse. This project will be a platform for you to explore your philosophies and intentions around public service, knowledge construction and sharing, and cultural competency. You are to use all of the Week 9 and 10 readings (and beyond, if applicable) to think about, discuss, and cite, within this paper.

Consider: Take this project as an opportunity for you to write thoughtfully, critically, and meaningfully about how as a public service librarian, you can express leadership to advocate for funding for your institution and the community that you serve. Such committed focus and intention is vital in our global village today. Consider this work an important artifact of your professional portfolio.

Note: What I will be focusing on in assessing your work with this paper is how well you synthesize the professional literature with your own innovative ideas that should be evolved by now, from all of the readings in this course. My reading will focus on how effectively you express your critical thinking about complex, important ideas and how you advocate for your ideas to stakeholders. Your paper must be readable. In this vein, it must adequately conform to APA style standards.

Format.
A vital aspect of this project is how well you conform to the formatting requirements of your chosen grant. Grants are often rejected due to formatting, spelling, and grammar errors. Paying attention to details, following instructions, and respecting requirements is an important part of the identity construction of every good librarian, and with grant writing, can have financial consequences. A large portion of my assessment of your grant proposal will be based on how well you respect and comply with the grantor’s requirements and guidelines.

Submission Guidelines.
- Upload your grant application project via your Assignment Drop Box in Slack.
  - Do not email me your paper, as I do not accept assignments via email.
- Document Formats: .doc or .docx | Do not submit in pdf format.
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></th>
<th>A+  100+ pts</th>
<th>B+  87 – 89.9</th>
<th>C+  77 – 79.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 99.9</td>
<td>B  84 – 86.9</td>
<td>C  74 – 76.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.9</td>
<td>B-  80 – 83.9</td>
<td>C-  &lt;= 73.9</td>
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</table>

Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in class discourse and demonstrations, keen observations and insights in your fieldwork, cogent presentation of assignments, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to instructor assessment for major assignments.

Assignment grade weights:

• Class Chapter Presentation: 15%
• Midterm – Readers’ Advisory Field Research: 25%
• Programming Committee Team Project: 20%
• Final – Public Libraries Grant Proposal: 30%
• Class Participation: 20%

Total: 110%

Feedback. I provide full feedback on the midterm and most weekly assignments, particularly during the early part of the semester (before the midterm). Due to the time I take to carefully read and evaluate everyone’s work, you can expect to receive your grade and feedback within three weeks of an assignment’s due date. After the midterm, feedback is provided on an as-needed basis.

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 score 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 12 of the term) 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.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.

Email irvin@hawaii.edu if you have any questions about this course’s content.
# CLASS SCHEDULE | LIS 683 Spring 2018

<table>
<thead>
<tr>
<th>Week 1 – January 9, 2018</th>
<th>Week 9 – March 6, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Introductions, Syllabus Q&amp;A</td>
<td>Topic: Youth Services in Public Libraries</td>
</tr>
<tr>
<td>DUE: Syllabus in class</td>
<td>Text: McCook &amp; Bossaller, Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Readings: Slack &gt;&gt; Resources</td>
</tr>
<tr>
<td></td>
<td>DUE: MIDTERM</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 2 – January 16, 2018</th>
<th>Week 10 – March 13, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Public Library History and Structure</td>
<td>Topic: Community Engagement</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 2</td>
<td>Text: McCook &amp; Bossaller, Chapter 9</td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td>Readings: Slack &gt;&gt; Resources</td>
</tr>
<tr>
<td>DUE: nothing.</td>
<td>DUE: nothing.</td>
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<thead>
<tr>
<th>Week 3 – January 23, 2018</th>
<th>Week 11 – March 20, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Library as a Community Anchor</td>
<td>Topic: Leadership Models</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 1</td>
<td>Text: McCook &amp; Bossaller, Chapter 10</td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td>Readings: Slack &gt;&gt; Resources</td>
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<tr>
<td>DUE: nothing.</td>
<td>DUE: nothing.</td>
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<thead>
<tr>
<th>Week 4 – January 30, 2018 (via Slack)</th>
<th>SPRING BREAK! March 26-30, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Equity of Access</td>
<td>University Closed; No Class.</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 3</td>
<td><em>field research activity</em></td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td></td>
</tr>
<tr>
<td>DUE: Grant proposal pick to <a href="mailto:irvinv@hawaii.edu">irvinv@hawaii.edu</a></td>
<td></td>
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<thead>
<tr>
<th>Week 5 – February 6, 2018 (via Slack)</th>
<th>Week 12 – April 3, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Public Library Metrics &amp; Outcomes</td>
<td>Topic: Library Technology</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 4</td>
<td>Text: McCook &amp; Bossaller, Chapter 11</td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td>Readings: Slack &gt;&gt; Resources</td>
</tr>
<tr>
<td>DUE: nothing.</td>
<td>DUE: Spring Break field research</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week 6 – February 13, 2018</th>
<th>Week 13 – April 10, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Public Library Funding</td>
<td>Topic: International Librarianship / Best Practices</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 5</td>
<td>Text: McCook &amp; Bossaller, Chapter 12</td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td>Readings: Slack &gt;&gt; Resources</td>
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<tr>
<td>DUE: nothing.</td>
<td>DUE: nothing.</td>
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<thead>
<tr>
<th>Week 7 – February 20, 2018</th>
<th>Week 14 – April 17, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Public Library Structure/Organization</td>
<td>DUE: Programming Committee Project Presentations</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td></td>
</tr>
<tr>
<td>DUE: Programming team roster to <a href="mailto:irvinv@hawaii.edu">irvinv@hawaii.edu</a></td>
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<thead>
<tr>
<th>Week 8 – February 27, 2018</th>
<th>Week 15 – April 24, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Facility Management / Libraries &amp; Disasters</td>
<td>Topic: Resources for Public Librarianship</td>
</tr>
<tr>
<td>Text: McCook &amp; Bossaller, Chapter 7</td>
<td>Text: McCook &amp; Bossaller, Afterword</td>
</tr>
<tr>
<td>Readings: Slack &gt;&gt; Resources</td>
<td>Readings: Slack &gt;&gt; Resources</td>
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<tr>
<td>DUE: nothing.</td>
<td>DUE: nothing.</td>
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<tr>
<th>Week 16 (last day of classes): May 1, 2018 (via Slack)</th>
<th>Finals Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Course reflections</td>
<td>May 7-11, 2018</td>
</tr>
<tr>
<td>DUE: FINAL</td>
<td>End of Semester:</td>
</tr>
<tr>
<td>Final Presentations</td>
<td>May 12, 2018</td>
</tr>
</tbody>
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