LIS 683 Services in Libraries  
Fall, 2009 HITS 7:00-9:40  
Instructor: Rebecca Knuth  
Syllabus

ACCESSIBILITY

Office Phone: 956-3494  
Email: knuth@hawaii.edu

Office Hours: Tues, 3-6:30, Thurs. 2-4:30, Fri. 12-2:00

COURSE DESCRIPTION:

LIS 683 covers services and programming for libraries. It focuses on public library services with special attention to children, young adults, 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 interested others.

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
- Faculty incorporate their research findings in the courses they teach

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, latchkey children, 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

COURSE/TEACHING PHILOSOPHY: I believe that instructors and students form communities in which they share in learning. Each person's enthusiasm, expression of thoughts and perspectives, and positive and supportive behavior contributes to a learning environment where people can expand their worlds and build a foundation for future learning. As an instructor, my role is to participate as one of the learners while facilitating student learning by structuring experiences and content.

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.

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, will strive to be on time. If unable to attend a particular session, the student should contact Dr. Knuth and explain the circumstances. The student will lose 4 points per session for missed classes unless he/she views the video of the missed session and turns in a one-page summary.
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 often 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 in Manoa will turn in assignments at end of class; students on neighboring islands should send their assignment as an attachment by the beginning of class. However, I would prefer that you attend class even if you have not finished the assignment rather than miss out (just let me know the circumstances why it is 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 and use automated systems (library catalog, indexes, etc.) and the WEB to enhance the content of assignments.

COURSE INFORMATION

Texts: One the first night, students will be given a syllabus and the first few weeks’ readings (these will be mailed to outer island students). There is no textbook, but there will be a large packet of readings to be purchased—arrangements will made during the first or second class.

Grades: Grades on each assignment will be A+, A, A-, B+, B, B-, C+..... For final grades, weighting will be based on approximately these percentages #1, 3, 4, 5, 6, 7, 9 are 10% each. #2, 8, and 9 are 5% each. 12-15 minute presentations are 15% each.

Assignments: See table for topics, readings, and due dates; complete bibliography below

Assignment #1: 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? Pick up a few copies of paper communications put out by that particular library (as opposed to general HSPLS materials). Find out the programming schedules for libraries in your area through December; tentatively decide on visitations for #6A, #6B, #6C.

Assignment #2: REACTION. Read ALA website about Grants, Awards and Scholarships. Select one grant and one award or scholarship that you and/or your library could imagine receiving. Write a paragraph on each, explaining why.

Assignment #3: SHORT ORAL PRESENTATION. Give a 5 minute oral presentation on topic.

Assignment #4: ESSAY—Read the five articles carefully. Write a 3-4 page essay, double space, 10-12 point font synthesizing the articles. 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: QUESTIONS/INTERVIEW. Carefully read your articles. Make a list of questions to ask your local librarian about latchkey, unsupervised, and disruptive children, and young adults as a group. Interview the librarian and write up synopses of his/her answers. The paper may be organized question by question or the questions may be listed first and the answers synthesized into a descriptive paper. The assignment’s grade will be based on the quality of the questions and the adequacy of the summary/ies of the answers.

Assignments#6: OBSERVATIONS. Observe three programs at your local library. Try to vary the type of programs as suggested below. 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). #4A should be an adult or community oriented program. #6B should be a program geared to the younger child: baby, toddler, pre-school, story book, or storytelling program. #6C should be geared for young adult or school-age children.
Assignment #7: Pick an area of service and put together a Bibliography (with short annotations) of books and resources that would support you in doing the job: (YA services, children’s services, reader’s advisory, reference, electronic resources, etc.—check with me if not sure). Single-space, 10 font. Be sure to include an organization (such as YALSA) and its publications, journals, & electronic resources. Check for any ALA and Libraries Unlimited publications in your area as well as books available in the UH system.

Assignment #8: MEMORIZATION. Memorize and prepare a song and finger game appropriate for preschoolers) to teach the class. Please avoid ones you already know such as “Here’s the church” or “itsy-bitsy: spider.”

Assignment #9: JOB DESCRIPTIONS: Choose a specialization in public librarianship (Children’s, Young adult, Reference, etc.) and collect job descriptions from at least three sources. Analyze them for skills and background demanded (criteria). Prepare a summary of your findings.

Assignments #10: PROPOSAL: Think about a real or imaginary target library and the community it serves. Create a proposal for a new outreach program (3-page, double-spaced). Assume reasonable funding could be available and reasonable librarian time and resources could be devoted to the project. Be sure to give your project a name (like project Leap). Specify the program’s purpose and rational, target group, materials required, implementation, evaluation methods, and a rough budget.

PRESENTATION: Prepare an approximately 12-15 minute informative presentation on an assigned topic. Might include powerpoint, overheads, short video clips, handouts, samples of books or materials, or anything that would enhance class interest and understanding.

**BIBLIOGRAPHICAL INFORMATION ON SOURCES FOR THE CLASS READINGS**

In the interest of comprehensiveness and richness on content, readings from the following books have been substituted for a textbook. Students will be provided the readings for sessions 1 & 2 with their syllabus; arrangements for the purchase of Xerox copies of the rest of the readings will be announced at the first class meeting.


*American Libraries*. A variety of articles—2001-2009


Knuth, Rebecca Knuth and Donna Bair-Mundy. *Revolt over Outsourcing: Hawaii’s Librarians Speak Out About Contracted Selection.* Accepted for Publication in *Collection Management,* Fall 1998.


*Public Libraries* 24 (1) 1985: 24-26


### CLASS SCHEDULE

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<tr>
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<th>IN CLASS</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>1</td>
<td>Introduction Programming &amp; Services</td>
<td>Readings:</td>
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<td>8-25</td>
<td>Cooper, How to Evaluate…. 1-4</td>
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<td></td>
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<td>Fox 73-73 (image)</td>
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<td>Lear, xiii-xvii</td>
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<td></td>
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<td>Brown 79-93, 111-117, 119-124 (Logistics)</td>
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<td>Tuggle 166-187 (Communicate in Print)</td>
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<td>Dickman 1-9 (Planning)</td>
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<td>2</td>
<td>Factors in Developing a Plan Evaluation/Communication Physical Plant/Image Video 10317 is the Customer Always Right</td>
<td>Assignment #1 Physical Plant</td>
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<td>9-1</td>
<td>Readings:</td>
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<td>Walter 51-60 (Evaluating)</td>
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<td>Walter 54-60, + (Output Measures)</td>
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<td>Rayward 24-26 (Qualitative eval)</td>
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<td>Fasick 87-102 (Annual R.)</td>
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<td>^&amp;Dougherty, Prescription for Financial Recovery</td>
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<td>3</td>
<td>Planning: Evaluation</td>
<td>Assignment #2</td>
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<td>9-8</td>
<td>Read ALA website about Grants, Awards and</td>
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<td>Scholarships. Select one grant and one award</td>
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<td>or scholarship that you could imagine</td>
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<td>receiving. Write a paragraph on each,</td>
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<td>explaining why.</td>
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<td>Sources on Services</td>
<td><strong>Assignment #3: 5 minute oral presentation</strong></td>
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<td>***Resources on evaluating services</td>
<td>21st century Literacy@your library</td>
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<td>***Public Libraries Magazine</td>
<td>Library Day on the Hill- National Library</td>
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<td>***American Libraries Magazine</td>
<td>Legislative Day</td>
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<td>***WebFeat</td>
<td>Take Action</td>
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<td>State of America’s Library report</td>
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<td>Acad. &amp; Research Library Campaign</td>
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| 5 9-22 | Services for Special Populations  
Handicapped (Laws, Standards, Disabilities)  
Homebound, Seniors  
Videos: from Library for the Blind & Physically Handicapped  
***ASCLA-Libraries Serving Special Populations Section _____________  
***Braille—history & libraries services for the Visually impaired___________ | Readings:  
Deguinn (Attitudes 65-81, Programs 126-144)  
Walling 330-348 (Mainstreaming)  
^^Burger, All Seasons and All Reasons |
| 6 9-29 | Alternatives Within  
Friends Groups/Advisory Council  
Intergenerational Programming  
Video: ADA and your Library 13212  
Volunteers  
**Speaker**: (Friends of the Library) | Readings:  
Fox 1-14 (Volunteers)  
Rubin 3-30, 31-39 (Intergenerational Volunteers)  
Tisdale 65-74 (Library as Entertainment) |
| 7 10-6 | Reaching Out: Alliances/PR  
Funding & Grants  
Prof. Associations  
***(Community-Public Libraries)_________  
***Job Resources __________________ [economic information]  
Read Me A Story Video | Readings:  
Fasic 139-168 (Visibility)  
Tuggle 14-83 (Partnerships)  
Allen 149-161 (Cooperation)  
Des Enfants 22-40 (Fundraising/Grants)  
Fox 42-61 (Fundraising)  
^^Stembridge, Fundraisers R Us  
**Assignment #4 Essay** |
| 8 10-13 | Expanding the Walls /Outreach  
***Bookmobiles ___________  
***Banned Book Week________________  
***Intellectual Freedom Manual ___________  
***HSPLS foreign language collections _______________ | Readings:  
Trotta 43-63 (Outreach)  
Greene 91-105 (Networking & Outreach)  
^^Barber & Wallace: Power of technology  
^^Quesada, Spanish Spoken here |
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| 9 | 10-20 | Services as Response  
Latchkey Children; unsupervised, disruptive  
children, at risk kids; Activity: discuss cases  
in small groups  
***Libraries and Homeless/street people:  
Issues including court cases  
***ALA Libraries, Children, and Filtering  
Issues  
***ALA’s Libraries and the Internet  
Toolkit  
Speaker: Serials/Databases Librarianship:  
Charles King 7:00 | Schuman (Case studies)  
Dowd 77-159 Latchkey children  
Jones 201-214 Confidentiality 1038-40 (YA) | #5 Questions/Interview |
| 10 | 10-27 | Community/Culture  
***HeritageQuest/Ancestry Library  
______________  
***Family History Library & FamilySearch  
______________  
**Speaker: Hawaiian Pacific-Collection HSL:  
Patrick McNally | Perrault 93-102 (Humanities Prog)  
Shaevil 2-19 (YA Humanities)  
Rader 342-348  
Durrance and Rubin 90-96 (Adult H) | 6A: Program |
| 11 | 11-3 | Reader’s Advisory  
***Book Clubs____________  
***Novelist ______________________  
**Speaker: Alexis Chong (HSL)  
Smith 21-30 (Reader’s Advisory)  
Lundin 45-56 (Reader’s Advisory) 107-114  
Cozzens 190-192 (Book clubs)  
^Sarricks 40-73  
^Cart, Teens and the Future of Reading | |
| 12 | 11-10 | Young Adult Services  
***ALA Graphics/Products__________  
***Teen Tech Week & Teen Read Week  
***YA Services: __________________  
**Guest speaker: Jan Kamiya, YA librarian  
Jones 11-27 (YA in Libraries)  
Jones 75-112 (YA Reference) | |
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<td>Library as Educator</td>
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<td>***Homeschooling &amp; Libraries______________</td>
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<td>***Literacy Programs in Libs &amp; local literacy programs______________</td>
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<td>Video: Close to Home 13149 (Family literacy)</td>
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<td><strong>Assignment #7 Bibliography</strong></td>
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<td>14 11-24</td>
<td>Children’s Programming</td>
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<td>Baby-toddler programs</td>
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<td>Video: Libraries are for Babies Too 13196</td>
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<td><strong>Assignment #8 Memorization</strong></td>
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<td>15 12-1</td>
<td>The Job &amp; Competencies</td>
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<td><strong>Speaker:</strong> Hawaii State Librarian: 6:00 Richard Burns</td>
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<td>[Being a public librarian, types of jobs; skills; Current situation on hiring, etc/]</td>
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<td><strong>Assignment #9 Job Description</strong></td>
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<td>Reading Promotions</td>
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<td>***Summer Reading Programs__________</td>
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<td>***National Library Week______________</td>
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<td>Booktalking with Joni Bodart Video</td>
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<td><strong>Assignment #10 Create a Program</strong></td>
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