LIS 683 Services in Libraries
Spring, 2011, Thurs. 5-7:40
Instructor: Rebecca Knuth
Syllabus

ACCESSIBILITY

Office Phone : 956-5810
Email  knuth@hawaii.edu

Office Hours: Tues, 10-1, Thurs. 2-4:30

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 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.

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 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. 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 and 10 are 5% each. 15 minute presentations are 20% 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 #7a: 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. 7b. You have $1000 to spend on a professional library. Specify which books/materials you would purchase. 7c. List an organization (such as YALSA) and its publications, journals, & electronic resources. Single-space, 10 font.

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.”

Assignments #9: 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.

Assignment #10: 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.

PRESENTATION: Prepare an approximately 15 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.

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>
<th>IN CLASS</th>
<th>ASSIGNMENTS</th>
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<tr>
<td><strong>1 Jan. 13</strong></td>
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<tr>
<td>Introduction Programming &amp; Services</td>
<td>Readings: Cooper, How to Evaluate…. 1-4</td>
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<td><strong>2 Jan. 20</strong></td>
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<td><strong>3 Jan. 27</strong></td>
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<td><strong>4 Feb. 3</strong></td>
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<td>Library Advocacy *ALA Advocacy Plan *Frontline Advocacy for Public Libraries *ALA Advocacy resource center *Advocacy Clearing House *Advocating in a Tough Economy Toolkit *Advocacy University *Grassroots Advocacy Webinars *“@your library”—Campaign for America’s libraries *Participation@your library &amp; Campaign for the World’s Libraries *Smart Card@your library &amp; “Smartest Card” initiatives; Library card sign-up week *Step up to the Plate@your library &amp; Every child Ready to read@your library</td>
<td>Reed, Amalgamating for Advocacy Assignment #3: 5 minute oral presentation</td>
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<td><strong>Assignment #2</strong></td>
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<td>Read ALA website about Grants, Awards and Scholarships. Select one grant and one award or scholarship that you could imagine receiving. Write a paragraph on each, explaining why.</td>
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<td><strong>Assignment #1</strong></td>
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<td><em>Library Day on the Hill &amp; Legislative Day Toolkit</em></td>
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| **5 Feb. 10** | **Services for Special Populations**  
Handicapped (Laws, Standards, Disabilities)  
Homebound, Seniors  
Videos: from Library for the Blind & 
Physically Handicapped  
***ASCLA-Libraries Serving Special Populations Section Services and Resources | **Readings:**  
Deguinn (Attitudes 65-81, Programs 126-144)  
Walling 330-348 (Mainstreaming)  
^^Burger, All Seasons and All Reasons |
| **6 Feb. 17** | **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 Feb. 24** | **Reaching Out:** Alliances/PR  
Funding & Grants  
Prof. Associations  
*** (Combined Community-Public Libraries,  
+’s and –‘s, concept, local) ________________  
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 March 3** | **Expanding the Walls /Outreach**  
***Bookmobiles __________  
***Office of Intellectual Freedom & Banned book Week __________  
***Foreign language Collections (national and local) ________________ | **Readings:**  
Trotta 43-63 (Outreach)  
Greene 91-105 (Networking & Outreach)  
^^Barber & Wallace: Power of technology  
^^Quesada, Spanish Spoken here |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tr>
<td>March 9</td>
<td>Services as Response</td>
<td>Latchkey Children: unsupervised, disruptive children, at risk kids; Activity: discuss cases in small groups</td>
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<td>***Libraries and Homeless/street people: Issues including court cases</td>
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<td>***ALA Libraries, Children, and Filtering Issues</td>
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<td>***ALA’s Libraries and the Internet Toolkit</td>
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<td>Speaker: Serials/Databases Librarianship: Charles King 7:00</td>
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<td>March 10</td>
<td>Assignment #5 Questions/Interview</td>
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<td>Readings:</td>
<td>Schuman (Case studies) Dowd 77-159 Latchkey children Jones 201-214 Confidentiality 1038-40 (YA)</td>
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<td>March 10</td>
<td>Community/Culture</td>
<td>**Hawaii Pacific-Collection HSL: Patrick McNally</td>
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<td>March 17</td>
<td>Assignment 6A: Program</td>
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<td>Readings:</td>
<td>Perrault 93-102 (Humanities Prog) Shaevl 2-19 (YA Humanities) Rader 342-348 Durrance and Rubin 90-96 (Adult H)</td>
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<td>March 24</td>
<td>SPRING BREAK</td>
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<td>March 11</td>
<td>Reader’s Advisory</td>
<td>**Book Clubs (in general and in terms of libraries) **</td>
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<td>March 31</td>
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<td>**Novelist &amp; Reader’s Advisory/Genre Resources **</td>
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<td>Speaker:</td>
<td>Alexis Chong (HSL)</td>
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<td>April 12</td>
<td>Library as Educator</td>
<td>**Homeschooling (the phenomenon &amp; Library support) **</td>
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<td>April 7</td>
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<td>**Literacy Programs in Libs &amp; local literacy programs **</td>
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<tr>
<td></td>
<td>Video:</td>
<td>Close to Home 13149 (Family literacy)</td>
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<td>Assignment #7 Bibliography</td>
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<td>Readings:</td>
<td>Salter 1-15 (Functional Illiteracy) Weibel 3-23 (Role in Literacy) Quesada 3-36 (Family/Com Literacy)</td>
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| April 13 | Young Adult Services | Social Media & Libraries  
Teen Tech Week, Teen Read Week, and Promotions for Teens  
Guest speaker: Jan Kamiya, YA librarian |
| April 14 | Children’s Programming | Baby-toddler programs  
Read-alouds  
Pre-school programs  
Video: Libraries are for Babies Too 13196 |
| April 14 | Reading Promotions | Student-generated programs  
***Summer Reading Programs  
***National Children’s Book Week  
Booktalking with Joni Bodart Video |
| May 16 | The Job & Competencies | Speaker: Hawaii State Librarian: Richard Burns  
[Being a public librarian, types of jobs; skills; Current situation on hiring, etc]  
Evaluations  
Readings:  
System wide coordinators  
Turner 35-61 |

**Assignment #6B Program**

**Assignment #8 Memorization**

**Assignment #6C: Program**

**Assignment #9 Create a Program**

**Assignment #10 Job Description**