LIS 645-201: Public Libraries, Fall 2019

Format: online class
Instructor Information: Dr. Shannon M. Oltmann
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(contact by email is preferred, for reasons of timeliness)
Office Hours: Monday and Wednesday, 2-4 pm

Overview

Official Course Description: Examines historical development of the public library and its roles in society. Topics considered include the environment of public libraries; organization and management; information needs of client groups; information resources and services provided to clients; and trends developments in public libraries.

Contact Information: I am most accessible through email: shannon.oltmann@uky.edu or through Canvas messages. As a general rule, I will respond to course-related email/message correspondence within 24 business hours (responses may be slower during the weekends and holidays). Please include the course number in brackets [645] in the subject line for all messages. I am happy to meet face to face or via technology with students, but you should set up the appointment in advance via email.

Please note that class communication is done via your official UK email address and Canvas messaging. You must check both of these frequently.

Schedule: Course weeks start on Sunday and end on Saturday. The definitive schedule is online; this printed syllabus does not reflect all web materials or changes made after the course starts.

Assignments & Grading

Reading. Completing the required reading each week is essential to doing well in the class. Many readings can be found in our textbook: Introduction to Public Librarianship (3rd edition) by Kathleen de la Pena McCook and Jenny S. Bossaller (ISBN 978-0-8389-1506-6). The other readings will be made available to you online. Other material may also be required, such as PowerPoint slides or videos. It is your responsibility to read/view this material as well. If you encounter a broken link or trouble accessing something, contact me.

Assignments. All assignments are due by 11:59 p.m. (Eastern time) on Saturday, unless otherwise noted. Assignments may be turned in early (though no extra credit is received for this). I will return graded assignments to you in a timely fashion. More details about each assignment can be found in the Assignments folder in the online environment. Detailed information will become available as the assignment due date nears.
Participation: In this course, participation is measured by your contributions to the online discussions each week. Each classmate must contribute regularly (i.e., at least 2 postings) to each set of Discussion Board questions—the equivalent of a "B" grade for "participation." (Note: this means at least two posts per week, not two posts for each question each week.) Less participation will lower the grade; frequent, informed, substantive participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 15% of your final grade.

Grading. The final grade in this course is determined according to the following percentages:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Librarian interview</td>
<td>20%</td>
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<tr>
<td>Public relations project</td>
<td>20%</td>
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<tr>
<td>Library observation</td>
<td>15%</td>
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<tr>
<td>Library services paper</td>
<td>25%</td>
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Grades are based on a percentage scale. There are 100 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. **Late assignments will lose 10% for each day they are late.** For example, if an assignment is worth 20 points, and it is one day late, you will lose 2 points. Exceptions will be granted rarely—in advance and in writing. If you are going to turn in a late assignment, contact me as soon as possible to discuss the situation. At the end of the course, I will convert the points earned into a percentage:

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E

I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it; this must be discussed in advance in writing.

**Important Class Policies**

*Academic integrity*: According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

- [http://www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/)
- [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html)
**Academic accommodations due to disability:** If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (859-257-2754) for coordination of campus disability services available to students with disabilities. This is available to distance students as well.

**Attendance:** Regular attendance (as documented by participation in online discussions) is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. It is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details (www.uky.edu/StudentAffairs/Code/).

**Integration of Syllabus with UK Educator Preparation Unit Themes:** This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education and information seeking environments. Reflection will also be integrated into students’ learning opportunities through the production of written work. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools and/or professional organizations. The ultimate goal in addressing these four themes is to produce leaders who work together to improve service and learning among diverse populations and improve education in Kentucky and beyond.

**Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:** All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

**Weekly Schedule**

**Week One (August 26-August 31): History of U.S. public libraries**
- McCook & Bossaller textbook: Chapters 2 & 3 (pp. 23-80).
Week Two (September 1-September 7): Evolution of public libraries
- McCook & Bossaller textbook: Chapter 1 (pp. 1-22).

Week Three (September 8-September 14): Organizational structure, Friends, and Trustees
- McCook & Bossaller textbook: Chapters 5 & 6 (pp. 105-187).
- Association of library trustees, advocates, friends, and foundations. Citizens-save-libraries power guide: [http://www.al.org/united/powerguide](http://www.al.org/united/powerguide). This page contains numerous links to documents, videos, etc., all useful tools for advocating for libraries. Please review at least two links on this page. Click on the tabs for Trustees, Friends, and Foundations and explore those pages.

Week Four (September 15-September 21): Collection development
Note: Librarian interview due by 11:59 pm eastern on 9/21
- McCook & Bossaller textbook: Chapter 10 (pp. 293-320).

Week Five (September 22-September 28): Programming activities


**Week Six (September 29-October 5): Outreach and public relations**


**Week Seven (October 6-October 12): Defining and measuring success**

**Note:** Public relations project by 11:59 pm eastern on 10/12

• McCook & Bossaller textbook: Chapter 4 (pp. 81-104).


• State-level standards for public libraries. Each state has its own standards. Look up and read the standards for a state not listed here. I encourage you to find the standards for the state in which you live or hope to work. Examples:
Indiana: http://www.in.gov/library/standards.htm and http://www.in.gov/legislative/iac/T05900/A00060.PDF

Maine: http://www.maine.gov/msl/libs/standards/

• The Public Library Association, Public Library Data Service (PLDS): http://www.ala.org/pla/publications/plds

Week Eight (October 13-October 19): Budgets, finance, and grants

• Review McCook & Bossaller textbook: Chapter 5 (pp. 105-142).
• Information from the Kentucky Department for Libraries & Archives:
  o Library Administrators: Funding and fiscal operations. Available here: http://kdla.ky.gov/librarians/administrators/Pages/Funding.aspx. Click on some of the links at the bottom of the page to learn about different nuances.

Week Nine (October 23-October 26): Emerging technology and technological assistance

Note: Fall Break October 21-22

• McCook & Bossaller textbook: Chapter 11 (pp. 321-346).
• Cushing, A.L. (2016). ‘If it computes, patrons have brought it in’: Personal information management and personal technology assistance in public libraries. Library & Information Science Research, 38(1), 81-88. Available at: https://www-sciencedirect-com.ezproxy.uky.edu/science/article/pii/S0740818816300287

Week Ten (October 27-November 2): Infrastructure and facilities

• McCook & Bossaller textbook: Chapter 7 (pp. 193-228).


Week Eleven (November 3-November 9): Intellectual freedom and related issues

Note: Library observation due by 11:59 pm eastern on 11/09


• Resources from the American Library Association:
  o Censorship and First Amendment issues: http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues (read the information at all of the links)
  o Library Bill of Rights: http://www.ala.org/advocacy/intfreedom/librarybill
  o Interpretations of the Library Bill of Rights: http://www.ala.org/advocacy/intfreedom/librarybill/interpretations (click on and read at least three interpretations)

Week Twelve (November 10-November 16): Customer service and de-escalation


Week Thirteen (November 17-November 23): Under-served populations

- Complete the Librarian’s Guide to Homelessness: http://www.homelesslibrary.com/

Week Fourteen (November 24-November 26): Other duties as assigned

Note: Thanksgiving Break November 27-November 30


Week Fifteen (December 1-December 7): Issues in urban and rural libraries

Note: Library services paper due by 11:59 pm eastern on 12/07
(Note: This week the class will divide into two groups; one will read about rural libraries and one will read about urban libraries; all students are expected to read all discussion threads.)

Urban libraries:


Rural libraries:


**Week Sixteen (December 8-December 14): Future of public libraries**

• McCook & Bossaller textbook: Afterword (pp. 379-388).


