LIS-S 575: Public Library Services (Fall 2017)

IUPUI
School of Informatics and Computing
Department of Library and Information Science
soic.iupui.edu/departments/lis/

Instructor: Beth Meyer
M.L.S. IUPUI

Use the Canvas email to contact me for class matters so correspondence is consistent and documented.

Feel free to e-mail me for other needs at bethmeyer74@gmail.com if necessary.

Mobile phone (calls and texts): 317.491.2095

COURSE DESCRIPTION

Official catalog description

Provides an overview of the broad range of cultural, educational, and social library services and programming initiatives available for children, adolescents, and adults in public libraries. Teaches community analysis, planning, and evaluation. Emphasizes the collaborative nature of developing and implementing library programs and providing library services.

Extended description

Public Librarians and Libraries often find themselves caught in a severe nostalgia complex from the public. Those not in the industry, having experienced wonderful times in public libraries, imagine a gentle career of books, reading, and pleasant interactions with kind patrons. While sometimes this IS the case, public librarianship is not for the faint of heart or stomach and requires patience, curiosity, knowledge, and a passion to serve and support one’s community as well as understanding and implementing trends in technology. While this course will cover the broad range of cultural, educational, and social library services and programming initiatives available for children, adolescents, and adults in public libraries, it will also provide a realistic look at the role of the public services librarian including (but not limited to): assessing needs based on community trends, evaluation of services and programs, planning and implementing specific services and programs, and examining both the current status and future of public libraries. It will also include information on programming, reference/information services, safety, readers’ advisory, advocacy, customer service, and
educational services such as outreach and community services. Discussion of the best use and value of technology will be included in this course as well as understanding the unique methods of providing excellent customer service to our patrons.

**Required textbook(s)**

While there is no textbook required, there will be required reading for each weekly module. These articles will be available online and from a variety of authoritative journals and websites.

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Attendance**

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course makes the assumption that students are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. Students are encouraged to e-mail, text, or arrange an online chat with the instructor at any time. There will also be optional drop-in chat sessions scheduled throughout the semester; please check the Canvas calendar for dates and times.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the weekly tasks on time, which counts as attendance. If you believe you will not be able to complete a task for any reason (because things do happen in your lives), contact me ahead of time via Canvas mail.

**Deliverables**

Students are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline without prior contact with the instructor.

**Accommodations**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring
accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations.

Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Tel. 317 274-3241.

- Learning disabilities means any mental/physical/health condition that affects your ability to learn and complete assignments.
- If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension.
- If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students.

**Canvas**

Canvas will be an integral part of the course. If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course announcements will be found in Canvas along with the course schedule, exercises for grade, practice exercises, answer keys, and other course documents.

**Your Questions, Concerns, and Comments**

Please do not hesitate to contact me directly via Canvas mail with any questions. I may profit by your questions by also answering them publicly if the answer will be of general interest to others --- but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, my availability, etc.).

**Tools Needed**

You are already using a browser, of course, but you will need to see if it is the most recent version. If it is not, please update it; not doing so can actually cause problems in the work. For PC users, you need to have the most recent version of Edge, Internet Explorer, Firefox, or Chrome. For Mac users, you need to have the most recent version of Safari or the most recent version of either Firefox or Chrome.

The following entry skills are required for this course:

- demonstrate basic computer skills related to keyboarding, operating system, and file management
- identify, select, access, and evaluate information found on the Internet and in the library
- use technology as a personal and professional productivity tool for activities such as word processing (Microsoft Word) and desktop presentations (Microsoft PowerPoint)
• download drivers and plugins as needed
• use Canvas for forums and information sharing

COURSE SCHEDULE

August 21, 2017
Module 1: Introduction to Public Library services, review syllabus, readings, and assignments

August 28, 2017
Module 2: Public Library systems and their branches

Discussion #1: Introduce Yourself (no grade, but required to post, read and reply to one classmate).

September 4, 2017: No class

September 11, 2017
Module 3: Library Missions, Goals, and Objectives / Library Policies vs. Procedures vs. Practices

September 18, 2017
Module 4: Demographics: Understanding Your Community and Its Needs / Census and Community Assessment

Discussion #2: Library Mission Statements (10 points)

September 25, 2017
Module 5: Serving the Community / Library Customer Service vs. Hospitality

October 2, 2017
Module 6: Building the Team

DUE: Public Library Visit Paper

October 9, 2017
Module 7: Programming

October 16, 2017: Fall Break

October 23, 2017
Module 8: Evaluating Services & Programs

Discussion #3: Programming Policies (10 points)
October 30, 2017
Module 9: Publicizing Programs and Services

Discussion #4: Evaluate Me! (10 points)

November 6, 2017
Module 10: Collaboration, Partnerships, and Outreach

Discussion #5: Program Promotion (10 points)

DUE Friday, November 10: Program Plan

November 13, 2017
Module 11: Diversity, Homeless patrons, Security, and Safety

November 20, 2017
Module 12: Intellectual Freedom

November 27, 2017
Module 13: eResources and all things digital

Discussion #6 - What Did We Miss? (10 points)

December 4, 2017
Module 14: Libraries for our Future

December 11, 2017

Module 15: Professional Development and Wrap Up of Public Services

DUE BY Monday, December 11: Online Presence Investigation

Course Assignments:

Assignment Requirements:

No style (MLA or APA) for papers is preferred or requested over another. Whatever you use, be consistent in style. Always denote a title, a series or a name of a program with underline, bold, italics, quotations or some other consistent marking. Each assignment could have numerous bibliographies; works cited, works consulted and a list of relevant titles.

Assignments:

Please see the Assignments section of Canvas for full descriptions and due dates.
I. Public Library Visit Paper - 50 points possible (DUE October 2)
Students who complete this course should be able to effectively identify exemplary library programming and service initiatives, perform community analysis and evaluate library programs and services to measure their effectiveness. While this course is entirely online, a real life interaction is key to achieving these outcomes. Questions will be given; students are responsible for locating an appropriate public library, identifying and observing a program and services as well as interview no less than two staff members. The results of this visit will be documented in a paper that is supported by 3-5 quotes from the readings posted. More details will be posted in the Assignments section of Canvas.

II. Public Programming Plan - 100 points possible (DUE November 10)
Outcomes of this course are for all students to successfully design library programming and service initiatives that align with the library’s mission as well as evaluate library programs and services to measure their effectiveness. In order to achieve these outcomes, all students are asked to design and complete two program plans. Each program should be designed for distinctly different audiences, i.e. All Ages or Families, Children (infants, toddlers, preschoolers, school age), Teens (middle schoolers, high schoolers), New Adults, Adults, Older Adults or those who serve any of these specific demographics. More details including timelines, bibliographies, promotional requirements, etc., will be posted in the Assignments section of Canvas.

III. Online Presence Investigation - 50 points possible (Accepted anytime; DUE by Dec. 11)
Students who complete this course should be able to effectively identify exemplary library programming and service initiatives, examine whether or not community analysis is recognized, recognized excellent programming policies, guidelines, and procedures, and evaluate library programs and services to measure their effectiveness. Students will choose a public library and examine the online presence of that library using the benchmarks found in the assignment module. By the end of the investigation, students will determine whether the online presence accurately reflects best practices in serving the public using the guidelines given as well as 3-5 support quotes from the readings posted. More details will be posted in the Assignments section of Canvas.

III. Discussions (formerly known as Forums) -10 points possible each, total of 50 points possible.
You will find complete directions for all discussion posts on Canvas. Read directions carefully before posting. It is preferred to read other posts and reply to the discussion early in the week, rather than last minute.
STUDENT LEARNING OUTCOMES

Course Learning Outcomes

Upon completing this course, students will be able to

• Identify exemplary library programming and service initiatives in a public library setting.

• Successfully perform a community analysis to determine the best programs and services for the community.

• Develop programming policies, guidelines, and procedures that best align with the community and best practices.

• Design library programming and service initiatives that align with the library’s mission.

• Evaluate library programs and services to measure their effectiveness to ensure the best use of taxpayer monies.

• Develop skills in assessing needs and utilizing goals and objectives to plan services and programs, and in evaluating services and programs.

Graduate and Professional Learning

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

• Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree

• Communicate effectively with their peers, their clientele, and the general public

• Think critically and creatively to improve practice in their field

• Meet all ethical standards established for the discipline

MLS Program Outcomes

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users

**ALA MLS Competencies**

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

**Foundations of the Profession**

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.

1D. The history of human communication and its impact on libraries.

1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

**Technological Knowledge and Skills**

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

**Reference and User Services**

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
Research

6A. The fundamentals of quantitative and qualitative research methods.

6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.
GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
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</tbody>
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Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See [IUPUI Registrar: Grade of Incomplete](#).

Administrative withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s
responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

COURSE EVALUATION POLICY

Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed through Canvas. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

STUDENT CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to IU Code of Student Rights.

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. For more specific definitions of Academic Misconduct, please check the “Academic Misconduct” page in Canvas.
IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies

Email

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

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Disabilities Policy

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IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.