# School of Library & Information Studies

**LS 530: Public Libraries**
Fall 2013 – Gadsden Center

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| **Instructor:** | Dr. Jamie Campbell Naidoo |
| **Office:** | 541 Gorgas Library |
| **Email:** | jcnaidoo@slis.ua.edu (Please use this email for all communications) |
| **Phone:** | 205-348-1518 |
| **Office Hours:** | By appointment and 30 minutes before class each weekend. |

## I. Descriptive Information of Course:

A. *Course Number and Title*: LS 530 – Public Libraries
B. *Catalog Description*: Examination of public library development, purpose, governance, and services and exploration of issues and concepts involved in managing public libraries
C. *Course Description*: This course introduces the role of the public library within current society, emphasizing the administration and management of collections, services, programs and facilities to best meet the informational, cultural, and recreational needs of the community served by this public institution.
D. *Course Credit*: 3 credit hours
E. *Prerequisites*: None

## II. Overview of Course Goals:

Students will be involved in activities and projects throughout the course that will:

❖ Examine the evolution and history of U.S. public;
❖ Explore the current trends and issues influencing public libraries;
❖ Analyze the administrative and organizational characteristics of public libraries;
❖ Explore the relationship between public libraries, public library systems, and state library agencies;
❖ Examine the political environments and social challenges faced by modern public libraries;
❖ Examine the specific roles of various public library professionals;
❖ Survey the various outreach programs, collections, and services that public libraries provide specific populations (children, immigrants, older adults, teens, physically impaired, etc.)
❖ Highlight a community analysis approach as a means for developing effective programs, services, and collections to meet the informational, cultural, and recreational needs of the community served by the public library;

❖ Cultivate an understanding of the various public and private funding sources available to public libraries and how this availability influences resource allocation and budgets;

❖ Hone grant writing and evaluation skills;

❖ Explore and reflect on the role of the public library in a swiftly evolving information society.

III. **Course Objectives and Student Outcomes:**

During the course, students will have an opportunity to:

1. Construct and share their personal philosophy of public library service.

2. Examine contemporary issues and ethical dilemmas faced by modern public librarians.

3. Participate in class activities such as evaluating grants, sharing news bytes, booktalking, job interviews, and impromptu large and small group discussions.

4. Evaluate the effectiveness of a particular public library's programs, services, and collections in meeting the informational, cultural, and recreational needs of its local community.

5. Construct and evaluate state-specific Library Services and Technology Act (LSTA) grant proposals.

6. Meet current public library professionals who represent diverse levels of public library service and experience.

7. Join a public library listserv and analyze the current trends in public libraries.

8. Interview a library director or administrator to learn about the current challenges and opportunities facing public libraries, and observe the environment of the library to discern its overt and covert attitudes towards patrons of varying ages, ethnicities, abilities, cultures, etc.

9. Design a new public library or renovate an existing library space to provide patrons with better access to information and materials.

10. Construct a new library policy or revise an existing policy to better facilitate the library's role in meeting the informational, cultural, and recreational needs of library patrons.

11. Develop an outreach program for a selected population group served by the public library.

12. Analyze and compare international and U.S. public library services, policies, facilities, etc.

13. Explore the various professional organizations, journals, and print and digital resources aimed at public libraries.

IV. **Readings and Discussion Book**

**Required Texts:**
❖ Pearlmutter, Jane and Paul Nelson. (2012). *Small Public Library Management*. American Library Association.

- ❖ Borchert, Don. (2007). *Free for All: Oddballs, Geeks, and Gangstas in the Public Library*. Virgin Press.
- ❖ Various Required Readings available on Blackboard.

### Recommended Texts:
- ❖ McCook, Kathleen de la Peña. (2011). *Introduction to Public Librarianship*. 2nd edition. Neal-Schuman.
- ❖ Prentice, Ann E. (2011). *Public Libraries in the 21st Century*. Libraries Unlimited.

## V.  Administrative Details:

### Americans with Disabilities Act - Student Assistance
If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

### Academic Responsibility
You agreed by enrollment in UA to strictly adhere to the academic responsibility code of the University as described by the Capstone Creed (available at: http://leadership.ua.edu/capstonecreedweek.cfm ), and the Academic Misconduct Disciplinary Policy (available at: http://www.teaching.ua.edu/policies/handbook/appendixpdfs/c.pdf). All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs.

### Statement of Equality
The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, sexual orientation, race, ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement.

### Attendance Policy
Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students' regular attendance. You are expected to be on time and prepared for each class. You are also expected to <u>actively participate</u> by taking part in class discussions, promptly completing readings **before** class, and submitting assignments on Blackboard by the due date listed on the class schedule. Class participation points are determined by your attendance and involvement in activities.

Attendance will be taken at the beginning of class. A student is considered "tardy" if he/she arrives after attendance has been taken. If you arrive after attendance has been taken, it is your responsibility to speak with me after class to ensure I have changed your attendance for that day from "absent" to "tardy." Two tardies will be counted as one unexcused absence. Only one unexcused absence is permitted without penalty to the course grade. An unexcused absence is an absence without an official document from the appropriate agency (i.e. doctor's note/statement, death announcement, etc.). If a student arrives after 50% of the class time has already passed, then he/she will receive an unexcused absence. It is the student's responsibility to inform the instructor in writing of the reasons for excused absences preferably before the missed class. **Considering the nature of weekend courses, students, who miss more than <u>one</u> class period for any reason, should make an appointment with the instructor to make up work**. **No student missing more than <u>two</u> classes or one weekend will receive a passing grade for the course except in extremely unusual circumstances.**

### VI.    Academic Course Requirements and Assignments:

During this course, student progress and understanding will be assessed using the assignments listed below. Each bullet represents an assignment for which student performance will be assessed.

❖ Philosophy of Public Library Service: What is the role of the public library in 21st-century society? What are the current biggest challenges facing public librarians? What are the most important contributions public libraries can make to our communities? Write a short statement (2 page max.) outlining your philosophy of public library services. **This statement (worth 10 points – pass/fail) will be submitted by midnight on September 21st in the appropriate thread on Blackboard and shared informally in class on October 4th.**

❖ Ethical Management Dilemmas:  The modern public librarian is faced almost daily with ethical management dilemmas involving library patrons, staff, or the community at large. An effective public library administrator is able to handle these dilemmas in a professional manner that upholds the Library Bill of Rights without appearing confrontational towards the parties involved. Students will participate in small group case studies that examine recurring ethical or management dilemmas in public libraries. As a group, students will detail solutions to solve the problem while maintaining the integrity of the LIS profession. **This assignment is part of the student's class participation grade.**

❖ Active Class Participation: Students will complete the required readings (textbook chapters and Blackboard articles) prior to the dates listed in the course schedule and be prepared to discuss these readings in class. One focal point of this course is reading the assigned articles/textbook chapters and engaging in consistent and informed discussions. We will have numerous guest speakers for the course and students are expected to actively engage with the speakers through

questions and dialogue. To receive all the points, a student must complete course readings prior to class; actively participate in large and small group dialogues; and be attentive to guest speakers. **Class participation, which also includes the ethical dilemmas and other in-class activities such as the book discussion, is worth 30 points.**

❖ <u>Book Discussion</u>: Students will participate in a group book discussion of *Free for All: Oddballs, Geeks, and Gangstas in the Public Library* on ==November 9th==. Discussion questions will be provided in class to facilitate conversation. All students are expected to participate in the class discussion of the various issues the book raises in relation to diversity, public library services, depiction of librarians in the media, and relevancy. **Participation in the book discussion contributes to the student's class participation grade.**

❖ <u>Community Analysis and Library Evaluation Report</u>: Any public library that wants to position itself as a viable member of the community must strive to meet the specific informational, cultural, and recreational needs of the populations present in the local community. One way for public librarians to do this is to conduct an analysis of their local community to discern specific needs and to then evaluate the services, programs, and collections of the library to see how these meet community needs. For this assignment, you will:
   A. Describe in 2-3 paragraphs, the city, town, or locality in which you live. In addition to providing information on rural, urban, suburban, etc., describe your community in terms of the populations represented. For example: Which ethnic groups or races are most dominant? Is there a large senior population or mainly younger families? Is there a growing immigrant population? Is there a large home-school population? If you live in a University town, what types of students are present? Etc. You do not need to cite official U.S. Census statistics; rather, think about who lives in your community and describe your most notable observations.
   B. Visit the public library that serves your city or community. Keeping your observations of your area population in mind, scan the relevant resources that are available (collection, booklists/pathfinders, programming calendar, handouts, service listings, website, facebook, blog, etc.). Describe the library's current offerings. Do you notice offerings available for specific populations (children, senior adults, English language learners, etc)?
   C. Keeping your local population in mind, use class and supplemental readings (i.e. your own search of the professional literature) to become familiar with the collection needs of patrons in your chosen community (formats, languages, subjects, etc.) Take the arrangement of the collection and cataloging access into account (is the catalog user-friendly?). Next, do the same for the library's services and programs. Would the current programs, services, and collections offered meet the needs of your local community? Why or why not? What's missing? Which segment of the population is being ignored? Does the library have a website? If it does, is it easy to navigate?

D. Observe the interactions of library staff with patrons. Are the librarians approachable? Note the physical layout of the library. Is it user friendly? Does the library allow food and drink? Are there posted signs explaining this policy? Is the library warm and welcoming, or does it feel cold and sterile? Is the library quiet or noisy? Are special sections set-aside for quiet study or group discussions? What approach (if any) seems to define the layout of the collection (i.e. does the library employ a book store merchandizing approach, grouping by subject areas and with many books facing cover out?)? What types of technology is available in the library for patron use? What's the policy for using the internet? Can anyone use it? Do you need a library card? How many internet computers are available? Are filters used to block information? Are filters present for specific computers (such as those accessible to children) and not others?

E. After you have observed the collections, services, programs, facility etc. of your local library, think about the needs and concerns of the local community, and discern what kinds of policy adjustments might be essential (circulation, operation hours, information provision, collection development, marketing of library programs, etc.).

F. Think about what kinds of library and information services seem most likely to be needed for serving your local community.

G. Taking the information you have obtained from B to F, evaluate the library you have selected to see how well the services, programs, collections, and facility of the local public library meet the informational, cultural, and recreational needs of the local community. You will need to spend a minimum of 90 minutes observing the public library for steps B-F.

H. Develop a library improvement plan to enhance the library's facility, services, collections, etc. to the local community.

I. Write a report of your community analysis evaluation and improvement plan. **(Reports should be submitted to the professor under the assignments tab. This assignment is worth 45 points and is due by midnight on November 8th. Papers should be a maximum of 8 pages.)**

❖ LSTA Grant Proposal Assignment: Obtaining funding is always a concern for public library administrators and often public libraries turn to the State Library for assistance via a LSTA grant. This assignment is intended as an opportunity to practice the useful skill of grant writing. It is labor-intensive; hence, students should not wait until the last-minute to try and complete this assignment. Assignment specifics:

A. Using the library from the community analysis report & evaluation, begin thinking of what the library needs to better serve its community.

B. Locate the available LSTA Grants for your state. Each state has specific LSTA Grants crafted by the State Library (visit the IMLS website - http://www.imls.gov/programs/libraries.shtm - to find your specific state, go to the State Library homepage linked from this website, and then search for the LSTA Grants available). Alabama

LSTA Grant information is available:
http://webmini.apls.state.al.us/apls_web/apls/apls/?q=lsta.

C. Select an LSTA Grant that meets a need of your selected library and read over the grant guidelines, becoming familiar with all of the necessary documentation required to complete the application. NOTE: Sometimes guidelines are in separate files from the descriptions of the grants. Note 2: Students may elect to create a hypothetical library in their community if they decide not to use the library for the community analysis assignment.

D. Construct an LSTA Grant proposal following the guidelines available on your State Library's webpage.

E. In addition to evaluating your grant proposal according to how you followed the stated grant guidelines, LSTA proposals will be evaluated based upon the following:

☆Analysis of community needs: what you propose would be of genuine and demonstrable use to members of the community your library serves.

☆Clear articulation of the library's mission and capabilities: what you propose would advance the library's goals, and would be something the library's resources enable it to do uniquely well, either alone or in collaboration with other community agencies.

☆Development of a detailed strategy for realizing goals: what you propose would be feasible (as shown by your timeline, budget, etc.) and cost-efficient, achieving the desired goals more effectively and/or with less resources than other alternatives.

☆Inclusion of a clear plan for evaluating and reporting success: you will be accountable for what you propose.

F. The exact form of your grant proposal will depend on your type of LSTA Grant chosen. You will follow the specific grant directives carefully. **Grants (first draft) will be submitted to the professor via the assignment tab of Blackboard by midnight on December 2ⁿᵈ and, along with the Proposal Critique, are worth 60 points. Final completed and revised grants are due on by midnight on December 11ᵗʰ by midnight.**

❖ LSTA Grant Proposal Critique Assignment: Students will submit a first draft of their grant proposal for review by a small panel of classmates. Each student will serve as a reviewer for 3-5 classmates' proposals. First drafts need not be perfect, but **must** be submitted on time as to allow peer reviewers to critique and respond to the proposals. Your critique of classmates' proposals **must** be submitted on time as to allow your classmate time to incorporate your best suggestions before the final grant proposal is due. The objective of the review panels is not to be harshly critical, but to help each grant writer identify and enhance the strong points in his or her proposal, while addressing and compensating for any weaknesses.

- ❖ Procedure for critiques: (1) First draft of proposal due to instructor on date outlined in the course schedule (December 2nd). (2) Instructor will group critiques by interest, format, or other affinity. Each group should have three or five proposals. (3) Instructor will post proposals for groups in Blackboard and share in class on December 6th. Each group will have exclusive access to a discussion topic, and proposals by classmates in that category only. (4) Individual proposal critiques and feedback will given during class time. Critiques should be submitted to the project manager for the group who will compile the critiques and notify the instructor (via email) that the critiques for the group are available. This needs to be accomplished in order for the group to get credit for the critiques.
- ❖ Additional information on the critiques will be provided by the instructor in class along with the specific grading rubric and group assignments. **Critiques from each group are due on December 7th. and, along with the grant proposal, are worth 60 points.**

- ❖ Current Public Library Topics via Listerservs, Journals, and Blogs: It is important to keep abreast of the current issues and trends influencing public libraries today. Students will subscribe to a listerserv for public librarians such as PUBLIB or PUBYAC or the RSS feed of a public library-related blog (of your choosing). Throughout the course, students will be asked to share information about topics on their listservs or blogs in class and in the appropriate thread on the Blackboard Discussion Board. Alternatively, students can access public library related journals such as *Public Libraries, Public Library Quarterly, American Libraries, or Library Journal* and report information about current news topics. Online access to these journals is available via the University of Alabama library databases. **Participation in this assignment contributes to the student's class participation grade. Students will share news bytes and information throughout the semester.**

- ❖ Library Administrator Interview: Students will locate and interview a current administrator or director of a public library to discern the current challenges and opportunities facing public libraries today. In class, students will informally share the results of their interview on October 5th. **This pass/fail assignment is worth 10 points.**

**Everyone learns differently. Some of us are visual learners, others are hands-on learners, and still others are much more analytical in their learning style. To accommodate for these differences, each student has an opportunity to adapt their learning in this course to meet their specific learning goals and styles in order to succeed in a variety of library, education, and information settings. Please select underline one from the following activities to complete for this course (Each of these activities is worth 45 points. Whichever one you select is due by midnight on December 7th and will be creatively but briefly shared that weekend in class):**
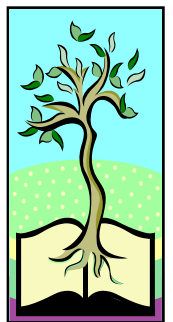
- ❖ Design a Public Library: Design a new public library or renovate a library space to provide patrons with better access to information

and materials. For this assignment, you can use your library from your community analysis and grant projects or you can develop a hypothetical library. Whichever you choose to do, you will be designing or redesigning a library building or space in such a way to reflect your understanding of planning facilities within a public library. You can choose a specific space such as the teens/YA area or the entire library.  There are several useful publications and resources to help you with this endeavor such as http://www.webjunction.org/documents/webjunction/WebJunctio n_039_s_Focus_on_Space_Planning_for_Libraries.html, ALA's *Building Blocks for Planning Functional Library Space,* http://pld.dpi.wi.gov/pld_plspace, and *Designing Space for Children and Teens in Libraries and Public Places* by Sandra Feinberg and James R. Keller. This assignment will include two components: (1) a  blueprint, sketch, etc. of your newly designed space and (2) a written justification **(5 page max.)** for your design including specific details. Please remember to make your space or building ADA compliant. You can find readings on ADA compliancy in the supplemental readings for this course.

❖ Develop an Outreach Program: Plan and develop an outreach program for a selected population group served by the public library. This could include Bookmoblie storytimes to underserved children, a program for senior adults, a cultural literacy program for the entire community, a book service for incarcerated fathers, etc. This should be more than a single activity but rather a series of activities and events. There are numerous professional resources available to help you with this assignment. This assignment will contain a detailed outreach program guide including step-by-step instructions, an overview of the program, a budget, program resources, funding source, community liaison with someone from an organization within the community, and an evaluation tool.

❖ U.S. and International Public Library Comparison Paper: Analyze and compare an International and a U.S. Public Library to discern similarities and differences in services, policies, facilities, etc. For this assignment, you will select a U.S. public library in a large metropolitan area and one international public library in a large city. For each library, you will analyze their service offerings, policies, websites and online catalogs, facilities, collections, etc. It may be helpful to email someone from each library to discuss specific questions or clarify information. A great place to find information about international libraries is the International Federation of Library Associations and Institutions (IFLA). Here you can learn about libraries in other countries and gain contact information to help with your questions (http://www.ifla.org/). Ultimately, this assignment will result in a **7 page maximum paper** comparing and contrasting public library services and facilities in the U.S. and in another country. You may also want to consider who has access to the public library in other countries. Is it truly

public or are certain classes of people excluded from utilizing its resources?

## VII. Evaluation and Grading:

Student performance will be based on both written and oral contributions. Students are expected to demonstrate knowledge of course content and to practice effective communication skills. In addition, students will participate in many class activities and discussions, some planned, some spontaneous.

Grades will be determined by using the activities and points listed above in the **"Academic Course Requirements and Assignments"** section. Assignments not given a "points" value are considered evidences of class participation. _Failure to participate in or to complete any of the course activities and assignments will result in an "F" for the assignment and an overall final course grade reduction by one letter_. Consistent attendance and class participation will significantly influence the determination of final grades.

**Student projects and assignments will be evaluated as follows:**

Philosophy of Public Library Service (10 points) - **Pass/Fail Grade**
Community Analysis and Library Evaluation Report (45 points)
Class Participation (30 points)
LSTA Grant Proposals and Critiques (60 points)
Library Administrator Interview (10 points) – **Pass/Fall Grade**
Library Design/Outreach Program/International Library Comparison (45 points)

**Total 200 possible points**

**\*\***All assignments will be reviewed for content, organization, and mechanics. Assignments should be typed (1 ½ spacing or double-spaced, 12 pt, Times New Roman font) and exemplify correct grammar. Points will be deducted from assignments that do not meet these minimum criteria. You are working towards a higher degree; please write accordingly.

It is your responsibility to maintain a copy of all graded and returned materials should there be any future question concerning grades.

**Make-up Policy/Due Dates**
Assignments are due on the date listed in the class schedule. Students may elect to turn in late work for evaluation, but one letter grade will be deducted from that assignment grade for each calendar day (not each class meeting) beyond the due date that the assignment is late. Unless the student has received an extension, no assignment which is more than one week late will be accepted for grading and a zero will be recorded for that assignment.

Grades for assignments will be posted on Blackboard. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 200):

A  (180-200)
B  (160-179)
C  (140-159)
D  (120 -139)
F  (0 -119)

**Incomplete Grades**

Incomplete grades will not be given for this course unless there are critical circumstances affecting a student's ability to meet course requirements. Students, who believe they need an incomplete, should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the critical situation that led the student to request an incomplete grade for the course.  In cases where an incomplete grade is assigned, it is the student's responsibility to complete all course requirements within the timeframe established by the instructor.

**\*\*** I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester. The quickest way to reach me is via email (jcnaidoo@slis.ua.edu). I generally check email several times a day unless I'm traveling.  If you send me an email, PLEASE ensure that you include **LS 530** in your subject heading. I receive hundreds of emails per day, and if your email is not labeled, I may miss your important message or question.

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| Assignment | Points Value | Due Date |
|---|---|---|
| 1. Philosophy of Public Library Service | 10 points Pass/Fail | September 21st |
| 2. Library Administrator Interview | 10 points Pass/Fail | October 5th |
| 3. Community Analysis and Library Evaluation Report | 45 points | November 8th |
| 4. Book Discussion of *Free for All: Oddballs, Geeks, and Gangstas in the Public Library.* | Part of Class Participation Points | November 9th |
| 5. LSTA Grant Proposal & Critique<br>• 1st draft due on December 2nd.<br>• Critique due at end of class on December 7th<br>• Final grant proposal due midnight on December 11th | 60 points | December 2nd; December 7th; December 11th |
| 6. Choice Assignment | 45 points | December 7th |
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VIII.<u>Tentative</u> Class Schedule:

<p align="center"><span style="color:darkred">LS 530: Public Libraries</span><br>
<span style="color:green">Fall 2013 - Gadsden Center</span></p>

This class meets four weekends (Sept. 6-7, Oct. 4-5, Nov. 8-9, and Dec. 6-7) on Fridays from 6:00 p.m. – 9:00 p.m. and Saturdays from 9:00 a.m. – 5:00 p.m. Please double check your weekend dates to ensure you have the correct weekend for class. All course readings (discussion book, textbook chapters, and assigned articles) are due <u>prior</u> to class. Assignments are due on the dates listed in the course syllabus. If something is listed as "read & do for next time" this means it is not due until the next class meeting.

## Weekend 1: September 6th – 7th

**Friday Night:** Course Introduction and Overview; Student Introductions; Public Library Experiences. **Read for tomorrow: READ** Blackboard articles "Community Centered: 23 Reasons Why Your Library is the Most Important Place in Town;" "Why Public Libraries Matter: And How They Can Do More;" and "America's Public Library Crisis: Who's Reading the Books" (also available: http://www.thedailybeast.com/articles/2012/05/23/opposing-the-new-york-public-library-who-s-reading-the-books.html).

**Saturday:** Discuss Readings; Public Libraries Then and Now: History of Public Libraries & the Current State of U.S. Public Libraries; Role of the Public Library in Society; Reviewing National Public Library Reports; Discuss Philosophy of Public Library Service Assignment; Discuss Public Library Administrator Interview Assignment; Discuss Community Analysis and Library Evaluation Report.

**Read and do for next time: READ textbook** Chapters 1-3, 7; **Prentice** Blackboard articles "Innovation and Planning" and "Program Evaluation," **Jusic** Blackboard article "Entrepreneurial Leadership in Public Libraries," **Hall** Blackboard article "The Power of Planning," and **ALA** Blackboard article "Keeping Public Libraries Public." **COMPLETE** your Philosophy of Public Library Service and submit in the appropriate thread on the Blackboard Discussion Board by midnight on September 21st; Complete Public Library Administrator Interview and be ready to share in class on October 5th.

## Weekend 2: October 4th – 5th

**Friday Night:** Class Discussion of Readings; Sharing of Philosophies of Public Library Services; Public library governance; Organization of public library administration; State Libraries; Regional Library Systems.

**Saturday:** <u>Guest Speaker</u>: Public Library Director, Gail Sheldon; Sharing results of Library Administrator Interview; Leadership and Management Principles for Public Librarians; Output Measures for Public Libraries; Strategic Planning; Public Library Planning and Assessment; Ethical Management Dilemmas; Discuss Community Analysis and Library Evaluation Assignment; Select special project and review assignment criteria (Due December 7th).

**Read and do for next time: READ textbook** Chapters 4-6; **Cole, Walter, and Mitnick** Blackboard article "Outcomes + Outreach;" Executive Summary, Library Funding Landscape, and Library Technology Landscape of *Libraries Connect Communities: Public Library Funding & Technology Access Study 2011-2012* (available on Blackboard and http://www.ala.org/research/plftas/2011_2012#final%20report ); and **Discussion book** *Free For All*; **COMPLETE** your Community Analysis and Library Evaluation Assignment (Due November 8th).

## Weekend 3: November 8th – 9th

**Friday Night:** Class Discussion of Readings; Technology in Libraries; Library Grants and Funding; Discuss LSTA Grant Project; Community Analysis and Evaluation Due by midnight.

**Saturday:** Guest Speaker: Public Library Outreach Coordinator, Carol York (tentative); Customer Service in Public Libraries; Planning Public Library Buildings and Facilities; Children's and Young Adult Services; Adult Services; Public Library Reference; Information and Circulation Services; Outreach Services to specialized populations; Book discussion of *Free for All*.

**Do for next time: COMPLETE** your first draft of LSTA Grant and submit on Blackboard by December 2nd; Complete Special Projects/choice assignment by December 7th.

## Weekend 4: December 6th – 7th

**Friday Night:** Professional Organizations for Public Librarians; Collection development in public libraries; ½ class presentation of Special Projects.

**Saturday:** In-Class Group Critiques of First Draft of Grant Proposals; ½ class presentation of Special Projects; Course evaluations;

**December 11th:**
LSTA Completed Grant Proposals Due on Blackboard by Midnight!!

## The end! You made it! ☺



LS 530: Public Libraries