

LIS 645-201: Information in Society, Fall 2016

Format: online class

Instructor Information: Dr. Shannon M. Oltmann

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(contact by email is preferred, for reasons of timeliness)

Office Hours: Wednesday, 2-4 pm and Thursday, 12-2 pm

Overview

Official Course Description: An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspective.

Contact Information: I am most accessible through email: shannon.oltmann@uky.edu. As a general rule, I will respond to course-related email 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. You must check this frequently.

Schedule: **Course weeks start on Sunday and end on Saturday** (with the exception of the first week, which runs Wednesday through 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* (2nd edition) by Kathleen de la Pena McCook (ISBN 978-1555706975). 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 classmember 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:

Participation:	15%
Library observation	30%
Public relations project	15%
Library services paper	20%
Librarian interview	20%

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 a paper 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.

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/part2.html>
<http://www.uky.edu/Ombud/Plagiarism.pdf>: "Plagiarism: What is it?"

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 (8/24-8/27): Introduction to course

- Buy textbook
- Read syllabus and review the assignment guidelines
- Introduce yourself online and read other people's comments

Week Two (8/28-9/03): Definition & philosophy of public libraries

- McCook textbook: Chapter 1.
- Tisdale, S. (1996). Silence, please: The public library as entertainment center. *Harper's Magazine*, March, 65-74. [Note: this will seem dated to you in some ways, such as its skepticism about the internet, but its general argument is still relevant today.]
- Senville, W. (2009). Libraries at the heart of our communities. *Planning Commissioners Journal*, 75, 12-18.
- Antell, K., Strothmann, M., Berstler, A., & Nectoux, T. (2013). Should libraries be run like businesses? *Reference & User Services Quarterly*, 52(3), 182-185.
- Oliphant, T. (2014). 'I'm a library hugger!' Public libraries as valued community assets. *Public Library Quarterly*, 33(4), 348-361.

Week Three (9/04-9/10): History of public libraries (part 1)

- McCook textbook: Chapter 2
- McCrossen, A. (2006). 'One cathedral more' or 'mere lounging place for bummers'? The cultural politics of leisure and the public library in Gilded Age America. *Libraries & Culture* 41(2), 169-188.
- Geppert Jacobs, L.M. (2010). Carnegie libraries: The jumpstart to public libraries in Texas. *Texas Library Journal*, 86(4), 142-145.
- Pollak, O.B. (2004). The library spirit in Seward, Nebraska, 1888-1914. *Nebraska Library Association Quarterly*, Spring, 15-20.
- Rizzo, J.C. (2006). Preserving the past by looking into the future. *American Libraries*, April, 58-60.
- Library of Congress. (n.d.) History of the library. Available here: <http://www.loc.gov/about/history-of-the-library/>
 - Recommended: Click the link at the bottom of the page to watch a webcast about the history of the Library of Congress

Week Four (9/11-9/17): History of public libraries (part 2)

- McCook textbook: Chapter 3
- Hannigan, J.A. (1996). A feminist analysis of the voices for advocacy in young adult services. *Library Trends*, 44(4), 851-874.

- Buschman, J. (2005). Libraries and the decline of public purposes. *Public Library Quarterly*, 24(1), 1-12.
- Nicol, E.A., & Johnson, C.A. (2008). Volunteers in libraries: Program structure, evaluation, and theoretical analysis. *Reference & User Services Quarterly*, 48(2), 154-163.
- Prentice, A.E. (2011). Chapter 11: Services and programs. In *Public libraries in the 21st century* (pp. 131-144). Santa Barbara, CA: Libraries Unlimited.

Week Five (9/18-9/24): Defining & measuring success

Note: Librarian Interview assignment due by 11:59 p.m. Eastern on Saturday, 9/24

- McCook textbook: Chapter 4
- Hosseini-Ara, M., & Jones, R., (2013). Overcoming our habits and learning to measure impact. *Computers in Libraries*, 33(5), 3-7.
- Sloan, T. (2012). What makes an award-winning public library successful? *Public Libraries*, 51(3), 30-31, 47.
- Berry III, J.N. (2005). Five steps to excellence. *Library Journal*, 130(11), 32-35.
- Steinmacher, M. (2005). Louisville Free Public Library responds to the changing face of its community. *Kentucky Libraries*, 69(4), 28-32.
- Miller, R., Fialkoff, F., & Kelley, M. (2012). Moving from outputs to outcomes. *Library Journal*, January, 34-36.
- 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>
- Reid, I. (2016). The 2015 Public Library Data Service statistical report characteristics and trends. *Public Libraries*, 55(3), 24-33.

Week Six (9/25-10/01): Organization, advocacy, & public relations

- McCook textbook: Chapter 5
- Association of library trustees, advocates, friends, and foundations. Citizens-save-libraries power guide: <http://www.ala.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.
- Coventry, W.W. (2008). Case studies in advocacy for small and rural libraries. *Rural Libraries*, 28(2), 53-71.
- Gerding, S.K. (2005). If you don't ask, you won't get. *Public Libraries*, 44(3), 148-150.
- Nelson, J.A. (2006). Marketing and advocacy: Collaboration in principle and practice. *Public Library Quarterly*, 25(1/2), 117-135.

Week Seven (10/02-10/08): Budgets, planning, & finance

- Information from the Indiana Department of Local Government Finance. The Library budget manual:
 - Chapter 1: The purpose of budgeting. Available here: http://www.in.gov/dlqf/files/Libr_Ch1_LibraryManual.pdf
 - Chapter 3: Budgetary principles and definitions. Available here: http://www.in.gov/dlqf/files/Libr_Ch3_LibraryManual.pdf
- Information from the Kentucky Department for Libraries & Archives:
 - 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.
- Kelley, M. (2012). The new normal. *Library Journal*, 137(1), 37-40.
- Price, L. (2010). On the vital importance of strategic planning. *Public Libraries*, 49(2), 25-27.
- Boyd, L., Hall, S., & Pearson, P. (2013). Raising money and building relationships through your annual fund. *Public Libraries*, 52(5), 20-22.

Week Eight (10/09-10/15): Administration & staffing

Note: Public Relations assignment due by 11:59 p.m. Eastern on Saturday, 10/15

- McCook textbook: Chapter 6
- Wilkins Jordan, M. (2015). Competencies for public library managers: Diversity in practice. *Library Management*, 36(6/7), 462-475.
- Hargett, D. (2010). Tales of a new trustee: What does a library trustee do? Available here: <http://www.ala.org/united/sites/ala.org.united/files/content/trustees/talesnewtrustee/tfant4.pdf> .
- Kentucky Department for Libraries and Archives. Board/ director relationship: <http://kdla.ky.gov/librarians/administrators/Pages/BoardDirector.aspx>
- Goodrich, J. (2005). Staffing public libraries. *Public Libraries*, 44(5), 277-281.
- Steele, K.F. (2014). The future of libraries and nontraditional staffing models. *Young Adult Library Services*, 13(1), 11-14.
- Rzepczynski, M. (2013). Expanding the boundaries of library work. *Public Libraries*, 52(2), 10-12.
- Schnell, L., & Cisney, A. (2012). Shared values: Building a culture of collaboration at the Seattle Public Library. *Alki*, 29(3), 6-7.
- Kentucky Department for Libraries and Archives. Certification program for Kentucky Public Libraries: <http://kdla.ky.gov/librarians/staffdevelopment/Pages/certification.aspx> . Also read the frequently asked questions: <http://kdla.ky.gov/librarians/staffdevelopment/Pages/CertificationFAQs.aspx>

Week Nine (10/16-10/22): Structure, infrastructure, & facilities

- McCook textbook: Chapter 7
- Cohen, A. (2009). Learning spaces in public libraries. *Public Library Quarterly*, 28(3), 227-233.
- Gisolfi, P. (2012). Libraries and their landscapes. *Library Journal*, 137(20), 38-41.
- Wortman, B. (2012). What are they doing and what do they want: The library spaces customer survey at Edmonton Public Library. *The Canadian Journal of Library & Information Practice & Research*, 7(2), 1-22.
- Bertot, J.C., Real, B., & Jaeger, P.T. (2016). Public libraries building digital inclusive communities: Data and findings from the 2013 Digital Inclusion Survey. *Library Quarterly*, 86(3), 270-289.

Week Ten (10/23-10/29): Collections & acquisitions

Note: Part 1 of the Library Observation assignment due by 11:59 p.m. Eastern on Saturday, 10/29

- Johnson, P. (2009). Chapter 4: Developing collections. In *Fundamentals of Collection Development and Management (2nd edition)*, pp. 103-150.
- Hoffert, B. (2007). Who's selecting now? *Library Journal*, 132(14), 40-43.
- Bowles, V., & Hazzan, L. (2012). Balancing patron demand for all formats. *Public Libraries*, 51(1), 38-40.
- Boule, M. (2005). Examining a Spanish nonfiction collection in a public library. *Library Collections, Acquisitions, & Technical Services*, 29(4), 403-411.
- Bacon, D., & Machovec, G. (2014). Interconsortial cooperation for resource sharing: MOBIUS and Prospector. *Journal of Library Administration*, 54(3), 251-260.
- Fulton, K.J. (2014). The rise of patron-driven acquisitions: A literature review. *Georgia Library Quarterly*, 51(3), 22-30.

Week Eleven (10/30-11/05): Adult services & youth services

(Note: This week the class will divide into two groups; one will read about adult services and one will read about youth services. All students are expected to read all discussion threads.)

Adult services:

- McCook textbook: Chapter 8
- Hill, R. (2008). Adult cultural programming in small town libraries. *Indiana Libraries*, 27(2), 7-9.
- Hill, N.M. (2013). Adult literacy approaches in public libraries. *Public Libraries*, 52(1), 18-22.
- Perry, C.A. (2014). Information services to older adults: Initial findings from a survey of suburban libraries. *Library Quarterly*, 84(3), 348-386.
- Burke, S.K., & Strothmann, M. (2015). Adult readers' advisory services through public library websites. *Reference & User Services Quarterly*, 55(2), 132-143.
- Review pp. 136-140 from the Prentice reading in week four.

Youth services:

- McCook textbook: Chapter 9
- Agosto, D.E. (2013). The big picture of YA services. *Young Adult Library Services*, 11(3), 13-18.
- Martin, C. (2016). A library's role in digital equity. *Young Adult Library Services*, 14(4), 34-36.
- Gusto, D.E., Purcell, M., Magee, R.M., & Forte, A. (2015). Teens, libraries, and social media: Myths and reality. *Public Library Quarterly*, 34(4), 318-327.
- Fulton, R. (2009). Taking it to the streets: Every child read to read on the go. *Children & Libraries: The Journal of the Association for Library Service to Children*, 7(1), 8-12.
- Review pp. 140-143 from the Prentice reading in week four.

Week Twelve (11/06-11/12): Emerging technologies

- Prentice, A.E. (2011). Chapter 10: The impact of technology on the public library. In *Public libraries in the 21st century* (pp. 121-130). Santa Barbara, CA: Libraries Unlimited.
- Evans, G. (2012). Emerging technologies: How do we know what's happening 'on the ground'? *Public Services Quarterly*, 8(2), 164-170.
- Anttiroiko, A.-V., & Savolainen, R. (2011). Towards library 2.0: The adoption of web 2.0 technologies in public libraries. *Libri: International Journal of Libraries & Information Services*, 61(2), 87-99.
- Farkas, M. (2013). In practice: Spare me the hype cycle. *American Libraries*, 44(5), 23.
- Koerber, J. (2016). Emerging technologies in public libraries. *Publishers Weekly*, 263(12), 38-39.
- Other readings to be determined

Week Thirteen (11/13-11/19): Issues in rural & urban libraries

Note: The Library Services paper is due by 11:59 p.m. on Saturday, 11/19

(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.)

Rural libraries:

- Real, B., Bertot, J.C., & Jaeger, P.T. (2014). Rural public libraries and digital inclusion: Issues and challenges. *Information Technology & Libraries*, 33(1), 6-24.
- Kluever, J. (2012). Making connections: Challenges and benefits of joint use libraries as seen in one community. *School Libraries Worldwide*, 18(1), 48-55.
- Smith, S.A. (2014). The future of small rural public libraries in America: A report prepared for the Board of the Langlois Public Library. *Public Library Quarterly*, 33(1), 83-85.

- Flaherty, M.G., & Miller, D. (2016). Rural public libraries as community change agents: Opportunities for health promotion. *Journal of Education for Library & Information Science*, 57(2), 143-150.
- Bishop, B.W., Mehra, B., & Partee, R.P. (2016). The role of rural public libraries in small business development. *Public Library Quarterly*, 35(1), 37-48.

Urban libraries:

- Skot-Hansen, D., Rasmussen, C.H., & Jochumsen, H. (2013). The role of public libraries in culture-led urban regeneration. *New Library World*, 114(1/2), 7-19.
- Crockett, C.B. (2014). Urban youth and public libraries. *Public Libraries*, 53(5), 34-38.
- Collins, L.N., Howard, F., & Miraflor, A. (2009). Addressing the needs of the homeless: A San Jose Library partnership approach. *Reference Librarian*, 50(1), 109-116.
- Schaper, L. (2013). Repurposing retail. *Library Journal*, Spring, 8-9.
- Hughes-Hassel, S., Hanson-Baldauf, D., & Burke, J.E. (2008). Urban teenagers, health information, and public library web sites. *Young Adult Library Services*, 6(4), 35-42.
- Shen, L. (2013). Out of information poverty: Library services for urban marginalized immigrants. *Urban Library Journal*, 19(1), 1-12.

Week Fourteen (11/20-11/22): Associations & organizations

Note: 11/23-11/26 are official university holidays

- McCook textbook: Chapter 10
- Public Library Association website. Available at: <http://www.ala.org/pla/>
 - Under "About PLA," read the Frequently Asked Questions and the Mission and Goals.
 - Browse the sections "Online Learning" and "Professional Tools," including following some of the links.
- Henczel, S. (2014). The impact of library associations: Preliminary findings of a qualitative study. *Performance Measurement & Metrics*, 15(3), 122-144.
- Khan, S.A., & Bhatti, R. (2013). Challenges for Pakistan Library Association in the development of profession: A survey. *Pakistan Library & Information Science Journal*, 44(4), 19-34.

Week Fifteen (11/27-12/03): Intellectual freedom & related issues

- McCook textbook: Chapter 12
- Oltmann, S.M. (2016). 'For all the people': Public library directors interpret intellectual freedom *Library Quarterly*, 86(3), 290-312.
- Resources from the American Library Association:
 - Censorship and First Amendment issues: <http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues> (read the information at all of the links)
 - Library Bill of Rights: <http://www.ala.org/advocacy/intfreedom/librarybill>

- Interpretations of the Library Bill of Rights:
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations> (click on and read at least three interpretations)
- Macrae, C.D. (2011). The freedom to offend. *Voice of Youth Advocates*, 34(2), 144-145.

Week Sixteen (12/04-12/10): Global perspectives

Note: Part 2 of the Library Observation assignment is due by 11:59 p.m. on Saturday, 12/10

- McCook textbook: Chapter 11
- Foster, C., & McMenemy, D. (2012). Do librarians have a set of shared values? A comparative study of 36 codes of ethics based on Gorman's *Enduring Values*. *Journal of Librarianship & Information Science*, 44(4), 249-262.
- Michnik, K. (2014). What threatens public libraries? The viewpoints of library directors in Sweden. *New Library World*, 115(9/10), 426-437.
- Sternheim J. (2016). I have to change to stay the same. *New Library World*, 117(1), 22-34.
- Resources from the International Federation of Library Associations (IFLA):
 - More about IFLA: <http://www.ifla.org/about/more>
 - Activities and groups: <http://www.ifla.org/activities-and-groups> (read about at least two activities, groups, sections, etc.)