

LSC 807 (885): The Public Library
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This syllabus is a general guide and changes will occur as course requirements, speakers or other developments require. All changes will be announced in a timely manner.

WEEK ONE -

Defining the public library and its users

WEEK TWO -

History of the public library
Current status of the public library

Examine the web site from two public libraries in the states assigned to you; be prepared to discuss the current status of the public library and the range of services offered and the organization, structure and mission of the Library to the extent possible from the information on the web page.

Reading:
To be announced

WEEK THREE -

Board of Trustees and other governance models

Read the minutes for at least three meetings of a public library Board meeting in one of the states assigned to you on September 2. Be prepared to discuss the types of issues covered.

Readings:
"Advocacy ABCs for Trustees" by Ellen G. Miller. *American Libraries*. September, 2001. pp 56-58.

WEEK FOUR -

Fiscal management and budgeting
Fundraising

Examine the budget from a public library of your choice. Be prepared to discuss the components of the budget.

Readings:
To be announced

WEEK FIVE -

Facilities management and design
Library as place

Visit a public library. Write a one-page report on the design features you find effective and/or ineffective.

Reading:
To be announced

WEEK SIX -

Human resources and staffing issues

Professional development

Examine the employment page of two public libraries in the states assigned to you on week one. Be prepared to discuss the range of information you can find on these pages.

Visit the web site of a professional library association; be prepared to discuss the potential value of the association to a public library staff person.

Reading:

"The Suicide of the Public Librarian" by Bill Crowley. *Library Journal*. April 15, 2003. pp. 48-51

WEEK SEVEN -

Political and social concerns

Partnerships and Networking

Examine a value calculator on a public library web site. Be prepared to discuss in class.

Make a list of five (total) businesses, governmental agencies, educational institutions and/or non-profit organizations with which a public library could develop a partnership, and be prepared to discuss a reasonable collaborative effort. Only the list need be written.

Readings:

'What's a Library Worth?: Piecing Together the Structure of Value" by Eleanor Jo Rogers. *American Libraries*. September, 2007. pp. 53-56.

WEEK EIGHT -

Challenges and opportunities of technology

Innovation

Find and be prepared to discuss two examples of public libraries employing a Web 2.0 technology on their web sites.

Readings:

To be announced

WEEK NINE -

Intellectual freedom and equity of access

Federal, state and local legislation and national policies

Visit the ALA web site (www.ala.org) to view information about the ALA Washington Office. Read about at least one national issue on the site.

Readings:

Read and report on two articles on intellectual freedom as it relates to public libraries

WEEK TEN -

Customer service

Other policies and procedures

What observations regarding customer service and/or policies and procedures did you make during your visit to a public library? Be prepared to discuss in class.

Reading:

"Through the Eyes of a Secret Shopper" by Marlu Burkamp and Diane E. Virbick.
American Libraries. November, 2002. pp. 56-57

WEEK ELEVEN -

Marketing, planning and evaluation of services

Bring to class marketing items from a public library. Examine web sites of two public libraries, one from each of the states you were assigned. Be prepared to discuss the efficacy of the items as marketing tools.

Reading:

"The Marketing Mix: The 4-P Recipe for Customer Satisfaction" by Christie Koontz.
Marketing Library Services. January/February 2004, pp 3-5.

WEEK TWELVE -

Collection development

Bring a collection development policy from a public library to class (printed or online)

Book reports due.

WEEK THIRTEEN -

Age-level Services

Reference

Reader's advisory

Programming

Bibliographic instruction

Speak to a staff member who works in a children's, adult or young adult department in a public library. Ask what are the greatest rewards and the biggest challenges. Be prepared to discuss in class.

Examine a calendar of events (print or on-line) from a large branch in a public library. Be prepared to discuss in class the range of programs offered.

Readings:

Read and report on two articles of your choice on reference, readers' advisory, programming and/or bibliographic instruction in public libraries for any age level

WEEK FOURTEEN -

Final projects due

Notes

Not all readings are identified in this preliminary syllabus. By the first class, all will be identified. For each reading, prepare and hand in notes about the reading in which you identify at least one insight learned from the reading. If you are unable to find the reading(s) for the week, you may substitute a reading of your choice on the subject of the assigned reading. You may choose another journal article or a chapter from a professional book.

Book Reports

Each student will choose a book from the list provided by the instructor. Submit a written report that identifies the main focus of the book and how it might relate to the management of public libraries.

Grading

The course will combine lecture, discussion, oral presentations, writing assignments and a final project. The overall grade will be based on the following, with loss of credit for failure to meet deadlines. Students should inform the instructor in advance of class if unable to attend and make arrangements for turning in assignments.

Note Cards 20%

Class Discussion 30%

Book Report 20%

Final project 30%

Attendance

Since class discussions account for 30% of the grade, attendance is critical, as is participation in class discussions. If a student misses more than two classes or fails to participate in discussions, his or her grade for the course will be negatively impacted in proportion to the absences and lack of participation.

ADA Accommodation

Students with disabilities requiring accommodation under Federal regulations must present a written accommodation request to the instructor by the second class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyla Center (202-319-5211; email cua-disabilityservices@cua.edu, web <http://disabilitysupport.cua.edu/>). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

Academic Honesty

You'll find Academic Affairs policies on "Academic Dishonesty" and on "Unethical Practices" in the University Policies and Procedures web page at

<http://policies.cua.edu/>. You are held responsible for adhering to these policies.

Incidences of academic dishonesty, defined by the University as "failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating" will result in a grade of F (0 points) on the project or exam in question and will be reported to the Dean for possible further action (including failure in the course). Talk with your instructor if you have questions about what is involved in such offenses.

Plagiarism, which includes "(1) intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; (2) failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; (3) buying completed papers from others to use as one's own work," will not be tolerated. For more on what constitutes plagiarism and how to avoid it, see the guide on the Purdue Online Writing Lab web site at

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

