

LIBS 6855: Library Advocacy  
Fall 2022  
East Carolina University  
College of Education  
Department of Interdisciplinary Professions  
Master of Library Science Program  
<https://education.ecu.edu/idp/idp-library-science/>

### About this Course

3 semester hours. Prerequisite: LIBS 6010.

Fundamentals of media relations, marketing, grant seeking, governmental relations, and donor/supporter development in libraries, with emphasis on application to public library settings. This course satisfies program learning objective #6: *Understand and apply the principles of management, leadership, and advocacy to direct and advance library programs.*

### Course Learning Objectives

Upon completion of this course, students will be able to:

- Explain methods for measuring and evaluating library impact
- Identify and understand the different types of advocacy in the library world
- Write and submit a library-related grant application
- Design marketing campaigns for library services and understand how to respond to media inquiries
- Communicate effectively with local, state, and federal government decision-makers

You will read several chapters from the book *Before the Ballot* by Chrastka and Sweeney. This book is available electronically through Joyner Library at this link:

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=2138939&site=ehost-live&custid=s5822723>

Other readings will be uploaded to Canvas. Periodically I may send out additional resources. I will post these resources in the course Canvas site and/or email them.

## Instructor Contact Information

Prof. Alan R. Bailey  
East Carolina University  
[baileya@ecu.edu](mailto:baileya@ecu.edu)

The best way to contact me is to send an email. In the subject line please include the course number, section, your first and last name, and (topic/subject).

*Example: LIBS 6855 601 Chris Walker (Letter of Intent)*

For virtual appointments, email me 24-48 hours in advance and provide a minimum of three days/times you are available. I should be available at one of your preferred times.

In an online course it is essential that we stay in communication. Your ECU email and Canvas Announcements should be checked daily, and you should set up your Canvas account to send you notifications. If you get behind or have concerns, DO NOT wait to get in touch. Contact me via email and allow me 48 hours to respond. I monitor my email throughout the day. I usually reply to emails within 24-48 hours Monday through Friday. If I am out of the office for an extended period (usually due to conference travel), I will post this information on the course Announcement page. You can expect a delayed response in these instances. You may not receive a response on weekends. Additionally, you are encouraged to post course-related questions to The Lounge Discussion Forum on Canvas for your colleagues and myself to comment or answer.

This syllabus is a living document, subject to change during the **current** semester. Changes to the syllabus will be posted as Announcements.

## Course Components

In this course, you will participate in several discussion forums. Class discussions call upon you to engage actively in the course content and to consider and share ideas or questions that arise. Discussion is essential to developing a sense of synergy and community in the online learning environment. There may be questions for you to contemplate and respond to, bringing in your experience with the topic from a personal or work perspective. You are expected to connect course content and discussion prompts to your library setting or concentration even if the reading/prompt is not geared specifically to your library setting or concentration. If you have little experience in libraries, this is an opportunity to consider or imagine how the discussion topic fits with your ideas of libraries and to do your own research to establish connections.

Posts to the discussion forums should follow professional standards of communication free of misspellings, snark, condescension, and/or grammatical errors. Everyone is expected to participate fully in the discussions, checking discussion forums several times per week (ideally daily) and posting substantive responses to your colleagues. Discussion forums are interactive, and each forum must be completed according to the course schedule to be considered complete.

You will also complete several assignments designed to support program and course objectives. Assignments are detailed below as well as in Canvas. You will notice that each assignment

includes specifications or specs, which serves as your to-do list for completing the assignment. Some assignments include a scenario to help contextualize the idea behind the assignment and your task for completion.

## The Lounge (Ungraded)

The Lounge serves three purposes:

1. To post questions about course logistics or assignments. Don't hesitate to post questions; if you're wondering about something, others are probably wondering the same thing. Asking the question here will benefit everyone. Of course, if your question is of a personal nature, please email me directly at [baileya@ecu.edu](mailto:baileya@ecu.edu).
2. To post questions related to Canvas. Be sure to provide details about the problem to help with troubleshooting. If I cannot help, I will let you know if the question needs to be handled by someone in IT. Often someone in the class will jump in to assist.
3. To share information and links to resources and events related to course content.

## Key Deadlines

- Assignment #601 (Introduction Discussion Forum): Due **Sept. 4, 2022**
- **Last day to withdraw without receiving a grade – October 31, 2022** (see Registrar Office's webpage for details, <https://registrar.ecu.edu/>)
- Assignment #602 (Library Campaign): Due **Nov. 6, 2022**
- Taskstream Artifact: Due **Nov. 13, 2022**
- Assignment #603 (Grant Letter of Intent): Due **Nov. 20, 2022**
- Assignment #604 (Advocacy Panel & Elevator Speech): Due: **Dec. 8, 2022**
- Assignment #605 (Connections Journal Reflections): Due **Sept. 28, Oct. 5, Oct. 13, Oct. 26, and Nov. 16, 2022**

## Assignments (100 points total)

### *#601 Introduction Discussion Forum (5 points)*

In this discussion post, you will introduce yourself.

#### **Specifications for this assignment:**

- In your post include a bit about yourself and answer this question:
  - How do you communicate your work outside the library? In other words, how do you talk to others about the library and/or your interest in becoming a librarian? What do you share with others?
- Read what others have posted and respond to at least 2 of your classmates

## ***#602 Library Campaign (20 points)***

This assignment serves as the Taskstream artifact for this course.

In this assignment, you will use a library-related campaign to advocate for the library and its services and to communicate the value of the library. The elements of your campaign must be tailored to one specific library and community; this can be your home or work library.

### **Specifications for this assignment:**

- Choose an event or celebration from those listed here:  
<https://www.ala.org/conferenceevents/celebrationweeks>
- Create a campaign that includes all the following:
  - A press release about the campaign's topic; its relevance to the community; the target audience; and how the library plays a role (sample video <https://www.ala.org/news/recent-media-coverage>)
  - Three (3) events tailored to the library's community and the campaign's topic
    - Include topic, date, time, guest speakers
  - Two (2) sample social media posts
  - Two (2) community campaign ambassadors
    - Who is the ambassador? What is their role/position in the community? Why were they selected?
- Submit your assignment to Canvas and Taskstream
  - You will need to set up your Taskstream account prior to the due date.

## ***#603 Library Grant Letter of Intent (LOI) (25 points)***

A letter of intent (LOI) is the first step to many grant applications. The LOI informs the grantor of your intent to apply for their grant opportunity. The grantor may invite your organization to submit a full proposal if, based on your letter of intent, your project is a good match for the aims of the organization and grant. See this page for sample project ideas:

<https://statelibrary.ncdcr.gov/services-libraries/grants-libraries/lsta-grant-information#slnc-cares>

For this assignment, you will write a letter of intent to request grant funds for a project for a public library.

### **Specifications for this assignment:**

- You will write a letter of intent (LOI)<sup>1</sup> that includes the following:
  - A concise opening summary statement (1 paragraph)
    - If the reviewer reads nothing else, they should know what you want to do from reading this paragraph. What is your proposed project that requires grant funding? What is the amount of funding you are requesting? What is the timeframe for your project (e.g., over the summer, during the school year, etc.)?

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<sup>1</sup> Assignment based on <https://www.umass.edu/cfr/grant-writing/guidelines-letter-intent>

- A statement of need (1-2 paragraphs)
  - Explain what issue or need you will address through your grant-funded project.
  - Explain why you have chosen to respond to this issue(s) or need in this way.
  - State briefly why this project and what will happen in this project matters in the area in which you will be working.
  - Note who benefits from the project you propose. Make sure you can indicate the public good that will be achieved. This should be informed by what you discovered in your community profile.
- The details of your project (use as much space as needed)
  - Write a detailed overview of your proposed project. Walk through your plan from beginning to end.
  - Indicate if there will be collaboration with other organizations and what their role(s) will be. Be specific about who does what and their qualifications/experience/track record.
- The expected outcomes of your project (1-2 paragraphs)
  - State the specific outcomes you hope to achieve.
  - Indicate how you will evaluate the outcomes and success of your project. How will you know you've achieved the outcomes?
- A statement about the experience of the people involved in the project (1 paragraph)
  - Based on your experience and/or as you can glean about the library's staff, discuss why your team is best equipped to carry out this activity. You may need to search online for information about the library's staff.
  - Include here any relevant historic background about the institution.
- Budget (1 table or spreadsheet)
  - General description of the project's funding needs and total amount of request (up to \$10,000).
- Closing statement (1 paragraph)
  - Include your name and contact information. Offer to provide additional information if requested. Express appreciation for the opportunity to submit a proposal letter.
- Letter must not exceed 4 pages
- Include a reference list (not part of the 4 pages) in APA 7<sup>th</sup> edition formatting <https://libguides.ecu.edu/APA7>
- Submit via Assignments in Canvas

### ***#604 Library Advocacy Panel Discussion and Elevator Speech (15 points)***

I will post an advocacy panel discussion near the end of the semester. You will hear from a range of library supporters who have participated in local, institutional, state, and national advocacy campaigns. Following the discussion and based on what you learn from the presenters, you will create an elevator speech for speaking with a community member or local or government official.

### **Specifications for this assignment:**

- View the panel discussion
- Write an elevator speech for speaking with a local or government official
- Post your elevator speech to the Discussion section of Canvas
- Comment or offer feedback on at least three (3) colleagues' elevator speech

### ***#605 Connections Journal Reflections (35 points)***

During the semester, you will contribute to the Connections. Connections "is a time for individuals to reflect – within the context of a group – upon a thought, a story, an insight, a question, or a feeling that they are carrying with them" from the materials, "and then connect it to the work they are about to do."<sup>2</sup>

### **Specifications for this assignment:**

- Contribute five (5) Connections (i.e., a reflection) to the Discussions section in Canvas
  - Your Connections will be based on materials and topics in the modules
  - You must post a Connection for: Legislation, Local and State Campaigns, Trustees, Friends, and Foundations, Cultivating Relationships, and Fundraising
- Your Connections should summarize key concepts/activities/learning moments/readings that had meaning for you in the week's module and how you might implement the information in your library setting

### **Grading of Assignments**

I believe that feedback is more valuable than a letter grade. Attention to feedback, both critical and complimentary, is how we grow as learners and professionals. Yet, research shows that when feedback is coupled with a letter grade, more attention is paid to the grade.

In my experience, because of the importance students traditionally place on grades (as evidenced by requests to re-grade, give partial credit, explain why 3 points were deducted, or help a student maintain an A average), I noticed my feedback taking a negative tone, itemizing all elements of an assignment that are incorrect or need improving. I don't want to have that kind of adversarial relationship with students. Rather, I want to support students' learning, development, and growth as library and information professionals. Learning, development, and growth come from engagement with course materials, discussions, assignments, and classmates, not receiving an A.

Your assignments will be graded based on points via a rubric or as 'complete' or 'incomplete' (with no middle ground, no range, no partial credit). For all assignments, you are expected to complete the assignment by submitting your best self-respecting, thorough work that addresses all specs of the assignment. If you satisfactorily complete the assignments based on the specs, you will earn full credit for the assignment. A rubric will be used for assignments #602 and #603. Assignment #602 is worth up to 20 points and assignment #603 is worth up to 25 points.

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<sup>2</sup> Connections protocol by Thompson-Grove <https://www.schoolreforminitiative.org/download/connections/>

## Grading Schema

Assignment	Grading Scheme
#601 Introduction and Discussion	Complete/Incomplete
#602 Library Campaign	Points
#603 Grant Letter of Intent (LOI)	Points
#604 Library Advocacy Panel Discussion & Elevator speech	Complete/Incomplete
#605 Connections Journal Reflections	Points

If your assignment is marked 'incomplete,' you will not receive points for the assignment. There is no partial credit. You will have three (3) days to revise and resubmit the assignment if you wish to use a token. Assignments marked 'incomplete' will automatically receive feedback to guide you in revising your assignment (should you choose) and to aid you in improving subsequent assignments.

My expectation is that you submit work that: adheres to the specs; is detailed, has depth, and is concise; is a logical flow of information; demonstrates understanding of course materials and topics; sufficiently uses course materials to justify or support claims; and displays reasonable attention to compositional style and use of appropriate grammar and syntax. If your work does not meet the specs or gives little attention to the previous sentence, you will earn an incomplete for the assignment. The exemplars are not meant to be copied; they are to highlight satisfactory work completed by graduate level students – work that engages course topics and materials and is reflective and detailed.

Though you will be graded complete or incomplete, each assignment has a point value, and the accumulation of points determines your final grade. The course assignments total 100 points. The grade scale is as follows:

- 93 - 100 total points results in a final grade of "A"
- 85 – 92.99 total points results in a final grade of "B"
- 77 – 84.99 total points results in a final grade of "C"
- 00 – 76.99 total points results in a final grade of "F"

Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not always recognize context and verb agreement. If grammar, syntax, and spelling are not your strengths, I suggest you find a sympathetic editor to review your assignments prior to submission. Some grammatical edits may be noted on your returned assignments; materials requiring extensive copy edits will be returned to the student without a grade.

Like most of the MLS program, this is a writing-intensive course. Some students recognize that writing may be a barrier to their success, therefore you are encouraged to seek assistance at the

University Writing Center <https://writing.ecu.edu/uwc/> as well as consult resources such as Joyner Library's tutorials on research and writing <https://library.ecu.edu/help/tutorials/>.

## Feedback on Assignments

**If your assignment is marked 'complete,'** you will receive the maximum possible points for the assignment. Recognizing that for some students receiving full credit is feedback enough, if you would like detailed feedback on an assignment marked 'complete,' you should email me to request feedback. You can simply send a message with the subject: Feedback request on assignment [insert assignment number].

**If your assignment is marked 'incomplete,'** you will not receive points for the assignment. There is no partial credit. You will have three (3) days to revise and resubmit the assignment if you wish to use a token. Assignments marked 'incomplete' will automatically receive feedback to guide you in revising your assignment (should you choose) and to aid you in improving subsequent assignments.

## Review of Graded Assignments

For assignments graded using points/rubric, you will receive feedback to help you make improvements on subsequent assignments. You are welcome to contact me if you have questions or concerns about your grade on an assignment. Please wait 24 hours after receiving your grade to contact me. This allows you ample time to review your assignment against the specs and expectations for detailed, thorough work. Note in your message specific questions you have, i.e., what comments in the feedback are unclear to you? Where exactly do you think your work meets the specs and expectations? This will help us start a productive discussion.

## Tokens

You will receive 3 (three) tokens redeemable toward one attempt at revising an assignment marked 'incomplete.' You may revise and resubmit an assignment one time. That is, you have an opportunity to revise up to three assignments (one token each). You will have three days to revise and resubmit an assignment. Ideally, the feedback you receive will help you correct course on subsequent assignments such that most work you submit is satisfactory and complete.

You may also redeem a token in the event you need to submit an assignment late. Simply notify me that you will be using a token for a late assignment; I don't need to know the reason for your late submission. You may submit an assignment up to one week after the original deadline. Extension will only be given due to serious illness or situation, must have prior approval before the due date, and will cost you one token.

## *What Happens If You Run Out of Tokens?*

With attention to the feedback on any assignments marked 'incomplete' and attention to general suggestions for improvement noted in the course announcements, there should not be an instance of running out of tokens. If you find that submitting assignments on schedule is a challenge causing you to exhaust your supply of tokens, you may need to consider what systems and changes you must put in place or campus services to consult to get back on track with on-time submissions. If you run out of tokens, you must be diligent to make on-time submissions of



detailed, thorough work addressing all specs to receive a ‘complete’ on any remaining assignments.

### **Late Assignment Submissions**

Assignments received after the due date are considered late. If you must submit an assignment late, you may use a token as noted in the sections above. Also, if you must submit an assignment late, contact me in advance of the deadline as soon as an issue arises; I will be as flexible as possible. Do NOT wait until the deadline or the end of the semester to contact me regarding late work.

Discussion forums are interactive, and each forum must be completed according to the course schedule and as specified in the discussion rubric to receive credit.

Completely skipping an assignment, i.e., not informing me of a late assignment, is not acceptable in graduate school. You may not submit an assignment after the due date of the last assignment.

The late policy applies for any instances of technical problems (such as computer failures, loss of Internet or email, etc.) or vacations. Plan alternatives ahead of due dates, e.g., back up all your work, identify another computer you might use to submit assignments if your primary computer crashes, and delete unnecessary items from your Pirate Mail regularly so that you can send and receive mail, etc. It is *important* that you do not let your Pirate Mail exceed the storage limit.

### **How to Submit Assignments**

All assignments must be submitted using Canvas. Submissions are due by 11:59 pm EST of the date due. If submitting a group assignment, decide in advance who is responsible for submitting the assignment and how group members will be notified of the assignment submission. No assignments should be submitted via email unless instructed by Prof. Bailey.

### **Course Incompletes**

Course incompletes may be considered, but only because of serious and unexpected health and life situations. Documentation for the request is required in writing with appropriate signatures or other evidence. A letter grade will be deducted, so the best grade you can get from completing an “I” is a B. Incompletes must be made up promptly and by a deadline set by the instructor. Students who are unable to complete assignments when due are expected to withdraw from the course. The deadline for graduate students to drop a course without a grade is listed on the [Academic Calendar](#). It would have to be an extreme case for the instructor to agree to an “I” (Incomplete) rather than suggesting the student drop the course.

### **Taskstream**

You will use Taskstream to submit artifacts to your MLS portfolio. The artifact is usually an assignment you have completed in a course.

**The key code is: ECU763-KWZEDT.**

This key code can be used to create or renew your Taskstream accounts. Students who already have accounts will need to renew them. Instructions for creating a new account and for renewing

an account are posted in Canvas. **Note:** Effective this semester, the Taskstream “Reflection” template has been revised. Please review and become familiar with the new format prior to submitting your artifact.

Students only need **one** Taskstream account while attending East Carolina University. You do **not** need to create a new account every year, semester, or class. Students need to renew their existing accounts. If you are having login issues, submit a COE Helpdesk ticket. The ticketing system is the best way to help resolve these issues. The link is: <http://coehelp.ecu.edu/helpdesk>.

## **Additional Course Information and ECU Course Policies**

### **ADA Accommodation**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) <http://www.ecu.edu/cs-studentlife/dss/> and located in Slay 138 (252) 737-1016 (Voice/TTY).

Individuals in need of additional information or training should contact DSS at (252) 737-1016.

### **Copyright**

The intellectual property used or created in LIBS 6855 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and in electronic discourses, and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within LIBS 6855, students may only utilize protected intellectual property in support of their education pursuits in this class if fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

### **The Course Final**

There is no final exam for this course, but instruction and interaction continue until the last day of finals. The period of finals week should be considered the final exam period for this course, as we will be communicating individually as needed. During this period, I will continue to respond to all emails and telephone calls and can meet virtually upon request.

### **Privacy**

While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome.

As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal

finances, health information, gripes about supervisors or work situations) about themselves, their family members, or close friends.

## Academic Integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work should be provided at the end of the paper as “Works Consulted,” and resources used (quoted, noted, or used as an example, etc.) should be noted with in-text references.

Students shall avoid all forms of academic dishonesty, including but not limited to:

*Collusion:* Students collaborating in the completion or production of course assignments submitted for credit. This does not preclude students from working together or assisting one another but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.

*Plagiarism:* The use or nearly exact use of others’ intellectual property without attribution and without enclosing the property in quotation marks or other identifying notation. Multiple and extended quotes or paraphrasing of another’s intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. Basically, this means you cannot patch together an assignment from found documents.

*Submitting work prepared for another course:* Do not submit in whole or part, assignments that have been prepared for another course. This defeats the learning objectives of the assignment, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

Any student suspected of violating ECU’s Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available at:

[http://www.ecu.edu/cs-studentlife/policyhub/academic\\_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm).

The College of Education and the library science program have chosen the American Psychological Association publication style using the in-text and reference list options as the required style. This requirement went into effect in fall 2008. A quick guide is available at <http://www.apastyle.org/>. For online guides to APA style, including the APA Style Guide to Electronic References, see <http://www.ecu.edu/cs-lib/Reference/refdesk/style.cfm>. The Purdue OWL writing and APA site at <https://owl.english.purdue.edu/owl/resource/560/01/> is another good resource.

Charts, tables, etc. within an assignment or that accompany assignment can be single-spaced, but still need to use a 12-point font. All resources consulted or cited (quoted, noted, or used as an example, etc.) for an assignment should be provided at the end of the written assignment in a reference list and should be noted by in-text citations.

## Netiquette

Students are expected to read all the discussion board and blogs postings, not just the one immediately prior to his or her response. A quality discussion response includes identification of a central issue, taking a position on the issue, providing some evidence for your position, and posing an open-ended question on the issue or topic. This follows an inquiry method, as opposed to simply commenting on what someone has said in an earlier post, e.g., “I liked what you said about ...,” “So true,” etc. You should make your initial post a few days BEFORE the due date for the blog so that students have an opportunity to respond. Your post should be on different days.

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

- Beginning all communications with a salutation (Hello X, Hi Y, Dear Z).
- Ending all communications with your name.
- Do not use all capital letters in a discussion board message; it is a short-hand way of screaming at someone and is considered rude.
- The use of slang, IM lingo, etc. should be extremely limited, as not everyone may understand your references.
- When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. In other words, discuss the message content, not the personalities involved.
- If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside the course.
- Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized; you may need someone in this class to do you a favor someday, or you may find yourself working with or for someone who was in the class with you.

## Technology Related Information

Technology recommendations are provided at <http://www.ecu.edu/cs-educ/idp/lsted/technology.cfm>

If you need access to Microsoft Office, contact the ECU Bookstore for assistance.

To successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the internet, Canvas, email, Webex, and Zoom. Webex is a conferencing software supported by ECU and available free of charge. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. Information and assistance are available from the IT help desk at <http://www.ecu.edu/cs-itcs/help.cfm> Technical assistance and resources for using Canvas software are available within the course Canvas site.

## Contingency Plan in Case of Technical Challenges

I will use either the phone number or the non-ECU email address you provided on your application to deliver course information if the ECU email or Internet system fails for an extended period. Extreme emergencies resulting in wide scale electrical, phone outages will be

dealt with as appropriate to the situation and following procedures determined by the University.  
**Please back up all your documents for this course.**

*A gracious thank you to Dr. Africa Hands for granting me permission to build this course  
on her existing syllabus and course schedule.*