LIBS 7050: Seminar on Public Libraries–Fall 2021

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WebEx Meeting Room
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Department of Interdisciplinary Professions Master of Library Science Program
https://education.ecu.edu/idp/idp-library-science/

About this Course

This course explores the characteristics, operations, and problems of public libraries. This course satisfies program learning objectives:

- #6 Understand and apply the principles of management, leadership and advocacy to direct and advance library programs
- #7 Understand and apply appropriate technologies to support or enhance library functions and processes
- #8 Instruct individually, and in collaboration with others, diverse user groups to access library resources and services

Course Learning Objectives

- Upon completion of this course, students will be able to:
- Understand the history, development, structure, and governance of public libraries in the United States
- Identify and understand the services, populations and issues of public libraries
- Understand and identify current and future issues of importance to public libraries
- Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library.

Textbook

The main textbook is Introduction to Public Librarianship 3rd Ed. By McCook & Bossaller, available as an eBook via Joyner Library:
https://ebookcentral.proquest.com/lib/eastcarolina/detail.action?docID=5964195

Additional required course materials are available each week on Canvas. Periodically I may send out additional resources for students. I will post these resources in the course Canvas site and/or email them

Instructor Contact Information

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336-471-2161
sual@ecu.edu

I am available by ECU email, Canvas Inbox and by phone. The best way to contact me is to send an email. In the subject line please include the course number, your name, and topic.

Example: LIBS 7050 Your Name Topic

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. I check my email each day. I reply to emails within 24-48 hours Monday through Friday.

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 – both asynchronous online and synchronous live. 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. 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 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:

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 sual@ecu.edu

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.

To share information and links to resources and events related to course content.

Key Deadlines (see also: Detailed course schedule)
- ➢ Assignment #701 (Introduction & discussion) – due **September 4, 2022**
- ➢ Assignment #702 (Discussion) – due **September 18, 2022**
- ➢ Assignment #703 (Community profile) – due **October 2, 2022**
- ➢ Assignment #704 (Discussion) – due **October 23, 2022**
- ➢ Last day to withdraw without receiving a grade – *October 31, 2022* (see Registrar website)
- ➢ Assignment #705a/b/c (Choose your own adventure) – due **November 6** and **November 28, 2022**
- ➢ Assignment #706 (Library staff interview) – due **December 11, 2022**

Assignments (100 points)
This is an overview of the tasks you will complete this semester. Any applicable word or page count requirements are noted on each individual task.

#701 Introduction & discussion (5 points)
Introduce yourself.
Specs for this assignment:
- In your introduction, address the following:
  - What is your **specific** interest and experience with public libraries beyond being a library patron?
  - What issue(s) in public libraries you hope to explore this semester?
- Respond to at least 1 classmate

#702 Discussion (10 points)
Details are posted in Canvas.

#703 Community profile (25 points)
Over the course of the semester, you will complete assignments based on an initial assessment and profile of one public library – **not your work or home or community library**. The point of this detailed examination of a library and its surrounding community is to examine the place of the library in the community and how it addresses the community's needs and challenges. You will research (collect statistical data, read local news articles, review economic reports, etc.) the community surrounding your selected library. The Public Libraries of Craven County report is an example of a detailed community profile with the addition of results from a community survey. What you learn will inform subsequent assignments this semester. In other words, the more thorough your research and profile for this assignment, the better prepared you will be for assignments later this semester.

To complete your profile, you will need to draw on your reference skills and use a range of sources (consult most recent resources). Many resources are online, including statistical resources offered by federal and state agencies (Census data, economic development, education statistics, public library data, etc.). Ask yourself, "If I were helping a patron find this information, where would I look?

Specs for this assignment:

- Prepare and submit profile of your select library and its surrounding community either as a presentation of 8-12 slides (PowerPoint, Google Slides) or written paper of 5-7 pages (Word).
- Your profile must address all the following prompts:
  - What is the library's service population (e.g., the surrounding community, demographics such as income levels, high school/college education rate, unemployment, Internet access in the home, percentage of population in poverty, immigrant, or refugee populations)?
  - What are the community's challenges (as noted in news, industry, local/regional/community economic development, and other reports)?
  - What are the demographics of the library itself (e.g., MLS vs. non-MLS staff, circulation statistics, operating budget, collection, types of programs and services offered, databases available to patrons, etc.)

- Using the information, you have gathered, examine how the library is meeting community needs through its program and service offerings. Your presentation or paper should also address the following prompt:
  - In what ways do you think the library is meeting the community's challenges that you have identified? Are there any partnerships in the community that you notice? Are there programs, services, or events offered to the community that are relevant to the challenges you identified?
- Include a reference list in APA 7th edition format https://libguides.ecu.edu/APA7
- Include a table of contents and page/slide numbers
- Submit via Assignments in Canvas
-

Starter Resources:

- Census Data https://data.census.gov/cedsci/? (Start by searching for North Carolina or your home state, then use the Related Searches list to narrow results by topic (e.g., education, employment, etc.)
- NC People & Community LibGuide (Joyner Library) https://libguides.ecu.edu/c.php?g=17342&p=96882
- NC Dept. of Commerce https://www.nccommerce.com/
- NC Economic Development https://www.nccommerce.com/
- NC Rural Center https://www.ncruralcenter.org/
- USDA County-level Data Sets https://www.ers.usda.gov/data-products/county-level-data-sets.aspx Kids Count Data Center https://datacenter.kidscount.org/
- NC Triangle Business Journal https://www.bizjournals.com/triangle/
- NC State Library Five-Year Plan (2018-2022) https://www.imls.gov/grants/grants-state/state-profiles/north-carolina
- EDNC https://www.ednc.org/

Tips:

Be strategic about your data collection. Create an outline or map to organize your data topics before beginning your research. Note connections between data and topics as they arise; this will help you create a narrative that flows well. Remember to track your sources for future reference.

#704 Discussion (10 points)
Details are posted in Canvas.

Choose Your Own Adventure (40 points, select 2 assignments from #705a-c)
You will complete two assignments from the three options (#705a/b/c) listed below. This will also serve as your course artifact for Taskstream.

#705a Library program plan and promotion (20 points)
Using the library selected and described in #703, you will design a program for the public library. This can be in a program for children, young adults, adults, or a specific demographic among those groups (e.g., LGBT patrons). This can be an outreach program or other program based on the needs and interests of the community as you have identified in #703. The program you design must not already be in place at the library selected. You have free access to room inside the library (capacity=100 people).

Specs for this assignment:
- Prepare a 3-4-page detailed description of the program that includes:
  - Who is involved (library staff, local partners) and their role (youth librarian, adult programming librarian, etc.)
  - The length of the program, time, audience, setting, etc.
  - A description of the program (How will the program unfold? What will take place during the program?)
  - How the program meets the needs and interests of the library's surrounding community (cite your sources).
  - A spreadsheet or table detailing your expenses, not exceeding a budget of $200
- Your submission will include a promotional flyer designed using the software of your choice. The flyer should be something that can be distributed to local businesses and other partners (8.5 x 11 size is fine)
- You will create social media posts promoting the program. You must include one social media post per platform the library uses. For example, if the library has a Twitter and Facebook account, you must create 1 social media post for Twitter and 1 social media post for Facebook. Your posts must be tailed to each social media platform. It will be helpful for you to browse library posts on Twitter, Facebook, and Instagram
- Include a reference list in APA 7th edition format https://libguides.ecu.edu/APA7

#705b Op-Ed (20 points)
Library advocacy is key to generating support for libraries. According to ALA, advocacy "is a year- round commitment to building relationships with elected officials and decision makers at every level of government. Strengthening these connections help promote an understanding of the economic, cultural, and community values of libraries at the local, statewide, and national levels" (http://www.ala.org/advocacy/getting-started, n.d.).

Specs for this assignment:
- You will write an op-ed (Word) between 750-800 words informing stakeholders of an issue impacting the library in your community profile. You may select one of the issues below (if

applicable) or another issue relevant to the public library selected in #703 and based on what you've learned about the community and library.Alternately, you may choose to write an op-ed to garner support for the Building America's Libraries Act (https://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/advleg/tools/BALA%202020 2 1%20House%20and%20Senate%20April%202021.pdf), in which case, you goal will be to convey how the Act will positively impact your select library and its community.

- o To support your position, you will also consult and 3 resources (journal articles, news article from professional publications, etc.)
- Create an annotated bibliography of the three (3) articles you consulted, 100 words for each article https://guides.rasmussen.edu/apa/annotatedbib
- Include a reference list in APA 7th edition formatting https://libguides.ecu.edu/APA7
- Submit via Assignments in Canvas

Possible topics
Opioid addiction preparedness
Homeless patrons in the library
Social workers in libraries
Security in libraries
Food programs in libraries
Fine-free libraries
Patrons experiencing mental health crises
LGBTQ services, drag queen story time
Other duties as assigned during Coronavirus Immigration services

Resources:
https://www.ednc.org/appearance/perspectives/
https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf
https://commskit.duke.edu/writing-media/writing-effective-op-eds/

#705c Grant application letter of intent (LOI) (20 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.

For this assignment, you will write a letter of intent to request grant funds for a project for the public library in your community profile. The project described in your grant LOI must be different from the issue addressed in #705b and the program you designed in #705a. Same library, different area of need that is informed by the information you gathered and research you conducted for your community profile in assignment #703.

Specs for this assignment:
You will write a letter of intent (LOI) [1] that includes the following:
- A concise opening summary statement (1 paragraph)
  - o 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.)?
- A statement of need (1-2 paragraphs)
  - o Explain what issue or need you will address through your grant-funded project.
  - o Explain why you have chosen to respond to this issue(s) or need in this way.
  - o State briefly why this project and what will happen in this project matters in the area in which you will be working.
  - o 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)
  - o Write a detailed overview of your proposed project. Walk through your plan from beginning to end.
  - o 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)
  - o State the specific outcomes you hope to achieve.
  - o 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)
  - o 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.
  - o Include here any relevant historic background about the institution.
- Budget (1 table or spreadsheet)
  - o General description of the project's funding needs and total amount of request (up to $8,000).
- Closing statement (1 paragraph)
  - o 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 7th edition formatting https://libguides.ecu.edu/APA7
- Submit via Assignments in Canvas

*Assignment based on https://www.umass.edu/cfr/grant-writing/guidelines-letter-intent

#706 Discussion (10 points)
Details are posted in Canvas.

Grading of assignments
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, 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 #703 and #705. Assignment #703 is worth up to 25 points and assignment #705a/b/c is worth up to 20 points.

Grading Schema

Assignment	Grading Scheme
#701 Discussion	Complete/Incomplete
#702 Discussion	Complete/Incomplete
#703 Community Profile	Points
#704 Discussion	Complete/Incomplete
#705a/b/c CYOA	Points
#706 Discussion	Complete/Incomplete

If your assignment is marked 'incomplete,' you will not receive points for the assignment. There is no partial credit. You will have 5 days to revise and resubmit the assignment if you wish. 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 presentation of information that addresses the assignment specs; engages course topics and materials; is reflective, detailed, and thoughtful; demonstrates use of course materials to justify or support claims and responses to prompts; 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 receive an 'incomplete' for the assignment.

Though for some assignments 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 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 the Joyner Library LibGuides on research and writing.

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 5 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.

Last 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.

If your course artifact is not submitted in Canvas and on Taskstream by Dec. 11, 2021, you will not receive credit for the assignment.

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 Dr. Sua

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.

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 7050 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 7050, students may only utilize protected intellectual property in support of their education pursuits in this class as long as 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 about your course artifact. During this period, I will continue to respond to all emails and telephone calls and can arrange office hours by appointment if we need to meet individually.

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 notations. 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 cabbage 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

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/. If you have taken LIBS 6010, you should own a copy of the Publication Manual of the American Psychological Association (7th Ed.). 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.

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. You 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/lsed/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, or WebEx, and possibly Zoom. Web Ex 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 of time. 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!

COVID-19 Protections, Considerations and Policies

All students are required to comply with the University Regulation on Face Coverings, including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the Office of Students Rights and Responsibilities Website.

ECU wants to provide the safest classroom environment possible this semester. Therefore, we will be observing the following class policies related to your health and safety per Pirate Nation Guidelines:

COVID-19 Attendance Policy

- Students should make every effort to participate in class activities, such as exams or key assignment due dates.
- Missing class does not automatically result in extensions on assignments or exam due dates.
- There is a clear correlation between attendance/participation and your grades.
- It is the student's responsibility to seek out the instructor and other classmates to obtain the information (e.g., lecture notes, relevant announcements, etc.) if they missed class.
- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the Return of Pirate Nations for Students. No unnecessary visits to health facilities or documentation will be required as per ACHA 2020.
- You may at any time consult with your advisor or the instructor about whether to request an Incomplete (ECU Faculty Manual IV.VIII.E Grade of Incomplete) or a Withdrawal (ECU's Withdrawals Policies).

COVID-19 DSS Information

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016. Accommodation Information & Processes.

Additional DSS student resources can be found at: https://accessibility.ecu.edu/students/

Missed Instructional Time in the Event of a Disruption:

Making up missed instructional time in this course will follow ECU's Policy for Making Up Missed Instructional Time Due to Suspension of Instruction.

Detailed course schedule
This Course Calendar is an overview of course materials, assignments, and discussion forums with due dates.
The Calendar is subject to change, any changes will be announced in Canvas.

Required materials may take the form of audio recordings/presentations, readings, or written lectures and posted in the applicable weekly module.
Required readings are provided on Canvas in a link or pdf format. Due dates are final; late assignments are subject to point reductions. Assignments and discussion forum posts are due on Sundays unless otherwise noted by the due date.

Course Learning Objectives
- Upon completion of this course, students will be able to:
- Understand the history, development, structure, and governance of public libraries in the United States
- Identify and understand the services, populations, and issues of public libraries
- Understand and identify current and future issues of importance to public libraries
- Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library.

Dates/Topics	Course materials (in addition to any recorded lesson presentations posted on Canvas)	Tasks & due dates	Course learning objectives	ALA core competencies	MLS program objectives
Aug 22-27 History of public libraries	McCook & Bossaller -chapter 2 Gleason article https://americanlibrariesmagazine.org/2017/06/01/desegregating-libraries-american-south/	#701 – Introduction & discussion, due **Sept 4**	Understand the history, development, structure, and governance of public libraries in the United States Identify and understand the services, populations, and issues of public libraries	1A, 1B, 1C, 1H, 1J, 5E, 7B	
Aug 28-Sept 3 History of public libraries (cont'd)	McCook & Bossaller – chapter 1 & pgs. 61-80 Watson – pgs. 238-248	#701 – Introduction & discussion, due **Sept 4**	Understand the history, development, structure, and governance of public libraries in the United States	1A, 1B, 1C, 1H, 1J, 5E, 7B	

Dates/Topics	Course materials (in addition to any recorded lesson presentations posted on Canvas)	Tasks & due dates	Course learning objectives	ALA core competencies	MLS program objectives
	Gibson article		Identify and understand the services, populations, and issues of public libraries		
Sept 4-10 Organizational structure	McCook & Bossaller – chapter 6 & pgs. 293-309		Understand the history, development, structure, and governance of public libraries in the United States	8A-E	
Sept 11-24 Policies & procedures	Prentice chapter 3 http://www.inthelibrarywiththeleadpipe.org/2019/no-holds-barred/ https://southseattleemerald.com/2018/08/22/people-of-color-especially-children-most-likely-to-be-asked-to-leave-seattle-libraries/	#702 – Discussion, due **Sept 18**	Understand and identify current and future issues of importance to public libraries Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library	5C, 8B, 8D	#6 Understand and apply the principles of management, leadership, and advocacy to direct and advance library programs
Sept 25-Oct 1 Budgets & buildings	McCook & Bossaller – chapter 5 & 7 Winning grants: https://youtu.be/YgJnZwmh_bc	#703 – Community profile, due **Oct 2**	Understand the history, development, structure, and governance of public libraries in the United States	8A, 8B	
Oct 2-8 Library patrons	Cooke chapter 3 & pgs. 62-78 Homelessness and trauma: https://www.youtube.com/watch?v=8nJAR7UwTVk		Identify and understand the services, populations, and issues of public libraries	5C, 5E, 5F, 8D	#8 Instruct individually, and in collaboration with others, diverse user groups to access

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			Understand and identify current and future issues of importance to public libraries		library resources and services
Oct 11-22 Library patrons (cont'd)	Transgender inclusion: https://www.youtube.com/watch?v=-CwFstp-7NM Bilz article on service to incarcerated Dapier and Knox article https://americanlibrariesmagazine.org/2020/07/08/rethinking-when-to-call-the-cops/	#704 – Discussion, due **Oct 23**	Identify and understand the services, populations and issues of public libraries Understand and identify current and future issues of importance to public libraries Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library	5C, 5E, 5F, 8D	#6 Understand and apply the principles of management, leadership and advocacy to direct and advance library programs #8 Instruct individually, and in collaboration with others, diverse user groups to access library resources and services
Oct 23-29 Programming	McCook & Bossaller – pgs. 247-250, 258-292, 309-320 http://www.ala.org/pla/education/onlinelearning/webinars/covid-19/innovative-solutions Prentice chapter 14 Johnson: Restorative libraries		Identify and understand the services, populations, and issues of public libraries	5E, 5F	#7 Understand and apply appropriate technologies to support or enhance library functions and processes #8 Instruct individually, and in collaboration with others, diverse user

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					groups to access library resources and services
Oct 30-Nov 5 Outreach	Reimagining the Public Library to Reconnect the Community https://youtu.be/JI2CLgq3LLk Buehler: Outreach in public and academic libraries Yarrow and McAllister: Trends in mobile and outreach services		Identify and understand the services, populations, and issues of public libraries	5E, 5F, 8D	
Nov 6-12 Customer service	Ethics of customer service: https://youtu.be/1e7lBYteLLg Inclusive services: https://www.youtube.com/watch?v=-GUp3TGJXEA	#705a/b/c – CYOA, due **Nov 6**	Identify and understand the services, populations, and issues of public libraries Understand and identify current and future issues of importance to public libraries Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library	5C, 5E, 5F	#6 Understand and apply the principles of management, leadership, and advocacy to direct and advance library programs #8 Instruct individually, and in collaboration with others, diverse user groups to access library resources and services
Nov 13-19 Rural libraries	Small & Rural Libraries Conference, opening session: https://youtu.be/pH-SS46d7C4		Identify and understand the services,	5E, 5F, 8D	

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	Betts-Green article Real, Bertot, & Jaeger article		populations and issues of public libraries Understand and identify current and future issues of importance to public libraries		
Nov 20-28 Special services in public libraries	Chancellor article on crisis services http://www.inthelibrarywiththeleadpipe.org/2019/domestic-and-sexual-violence/ https://americanlibrariesmagazine.org/blogs/the-scoop/other-pandemic-duties-as-assigned/	#705a/b/c – CYOA, due **Nov 28**	Identify and understand the services, populations, and issues of public libraries Understand and identify current and future issues of importance to public libraries Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library	5E, 5F, 8D	#6 Understand and apply the principles of management, leadership, and advocacy to direct and advance library programs #8 Instruct individually, and in collaboration with others, diverse user groups to access library resources and services
Nov 29-Dec 4 The future of public libraries	Jaeger, Taylor, Gorham chapter 5 McCook & Bossaller, Afterword		Understand and identify current and future issues of importance to public libraries Develop and defend recommendations for how an issue might be	7A, 7B	#7 Understand and apply appropriate technologies to support or enhance library functions and processes

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			addressed and resolved in a particular public library		
Dec 5-11 Final assignment		#706 – Discussion, due **Dec 11**	Understand and identify current and future issues of importance to public libraries Identify and understand the services, populations, and issues of public libraries		