

604 Public Library Services
Spring 2015 IU-Bloomington SLIS
Mondays 5:45-8:30pm
Room LI 031

Check Oncourse for any new postings or announcements about class. If weather or other conditions severely hamper class meetings, the instructor will contact all students via Oncourse email and announcements.

Contact instructor if you know you are going to miss class.

Contact information:

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Catalog Course Description

Provides an overview of the broad range of cultural, educational, and social library services and programming initiatives available for children, adolescents, and adults in public libraries. Teaches community analysis, planning, and evaluation. Emphasizes the collaborative nature of developing and implementing library programs and providing library services.

Course Outcomes

Upon successful completion of this course, a student will be able to:

Identify exemplary library programming and service initiatives

Perform community analysis

Develop programming policies, guidelines and procedures

Design library programming and service initiatives that align with the library's mission

Evaluate library programs and services to measure their effectiveness.

Rights & Responsibilities Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. Academic (e.g. plagiarism) and personal misconduct by students in this class are defined by and dealt with according to the procedures in the *Code of Student Rights, Responsibilities, and Conduct* (<http://www.dsa.indiana.edu/Code>).

The entire *IUPUI - Code of Student Rights, Responsibilities, and Conduct* is part of the syllabus. You can find the Code here: http://www.iupui.edu/code/CSR_0106.pdf

Americans with Disabilities Act: Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. Please contact them at 317/274-3241.

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at http://registrar.iupui.edu/course_policies.html

Readings

There is no textbook for this course. Weekly readings are assigned and are available through the library's collections, online or through links provided on the syllabus. *Article links*: You may get a message warning about viruses, but this is coming from a trusted source, so say "okay" to proceed.

Discussion on weekly readings is part of the **participation grade**.

Technology use in the Classroom:

Laptops can be used in the classroom, but sparingly for notes or quick research to support class room discussion. Avoid screen time of any kind in the class room as we only have limited time for classroom conversation. The use of phone and texting will occur during breaks only.

Grading

Letter grades will be given for each assignment. Please see the SLIS website for details and definitions related to the SLIS grading system.

<http://www.slis.indiana.edu/courses/forms/grades.html>

Effective Fall 2010: No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree. **Any required course on which a grade lower than B- is received must be repeated.**

Assignments:

Community and Facilities Assessment (25%)

Program Observation (5%)

Two Program Plans (40%)

New Service Essay (10%)

Class participation (20%)

Each assignment is given a point value and with the 20% from participation, a score of 100 is possible in this course. Points will be taken off for each day late and a point is taken off for each missed class.

No style (MLA or APA) for papers is preferred or requested over another.

Whatever you use, be consistent in style. Always denote a title, a series or a name of a program with underline, bold, italics, quotations or some other consistent marking.

Each assignment could have numerous bibliographies; works cited, works consulted and a list of relevant titles.

All papers require 3-5 support quotes from sources, articles, textbooks, websites, blogs or other discoveries. Cite and use quotation marks to show use of source, do not paraphrase.

I. Design a Branch Library - Community and Facilities Assessment (25%)

- 1) Demographics and Community support
- 2) Facility/Services
- 3) Staffing and Collections

See assignment sheet for details.

II. Program Observation (5%)

Find and attend one children's, teen or adult program at a public library. Call ahead and ask permission to attend, introduce yourself and ask questions of programmer after program or via email. Take notes on the purpose and audience of the program, its strengths and weakness in content and reception, and what parts would you find valuable to repeat. Turn in a one page description of your observations and be prepared to discuss your experience in class as time permits. Do not attend a program that you have been to in past or at a library you are overly familiar with as a goal is to seek out programming that is new to you.

III. Public Programming Plans (20% each for 40%)

You will complete two program plans. One program should be designed for a general audience and the other for specific user group or age group. One of the two programs must have a technology focus. For example, you could design a program that teaches seniors how to find reliable health information on the web.

See assignment sheet for details.

IV. New Service Essay (10%)

New Service in Public Library: You will select from a list of possible new services a public library could offer, e.g., gift shop, coffee shop, self pick-up of holds or other self-service options, teen programming, books by mail for seniors, maker spaces, roving reference, digital creation cafes, one-on-one computer classes, etc. You will write an essay and consider your library community demographics as you discuss the advantages and disadvantages of offering this new service.

The paper should be 2 pages, with two sources and at least one support quote.

The paper could be written as a proposal you would give to board or administration to help decide whether to offer the new service. The paper could be organized by the pros and cons. The paper could be organized by stating "what" the new service is, "why" your library needs it and "how" it would be implemented. There are probably lots of articles about other libraries introducing or considering the service and also you can call and talk to practitioners who have introduced the service at their library.

V. Class Participation (20%)

Doing the readings, attending class and participating in discussions are essential to your success in learning how to plan public library programs and services. There are several opportunities to present in class. Depending on the number of students, these presentations will be divided and assigned.

Course Schedule

WEEK 1:

Introduction to Public Library services, review of syllabus and assignments. Role of class presentations. How to find readings and how readings will be discussed in class. Student information sheets given and returned. Discuss assigned readings.

Assignment given: “Design a Branch Library” (25%) (Due Week 7)

Assignment Given: Program Observation (5%) (Due Week 8 or 9)

Read the following before the first class and be prepared to discuss in week one and week two:

Gorman, Michael. Five Laws of Library Science: Then and Now. *School Library Journal*. 44 no.7, 20-3 JL '98

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%201/FivelawsofLibraryScience.pdf>

Maughan, Shannon. The new normal: the simmering challenge facing librarians. *Publ Wkly*, June 20 2011 p. 19-20

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%201/newnormalmaughan.pdf>

Kelley, Michael. (2012). *The New Normal*. *Library Journal*, January 2012.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%201/Kelley_New%20Normal.pdf

<http://www.slideshare.net/nekls/make-it-count-where-to-put-your-energy-in-the-coming-years-5586493>

Important to look at after reading the Kelley article.

Author: Nann Blain Hilyard

Title: “The Heart of the Neighborhood Branch Libraries Today”

Source: *Public Libraries* 47 no4 15 JI/Ag 2008

Author: Kelly Pepo; Renae Bennett

Title: “A Slice of the Action: Branch Libraries in the OCLS”

Source: *Public Libraries* 47 no4 15-17 JI/Ag 2008

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%201/0sm.pdf>

Author: Elizabeth Ann Watson

Title: “Requests, Neighbors, and More at Durham County Library's East Regional Library” Source: *Public Libraries* 47 no4 17-18 JI/Ag 2008

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%201/Requests%2C%20Neighbors%20and%20More.pdf>

Author: Jean Hatfield

Title: "Doing What we Do Best!"

Public Libraries 47 no. 4, 19-20 JI/Ag 2008

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%201/Doing%20what%20we%20do%20Best.pdf>

Library Bill of Rights - ALA

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm>

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/libraryinitiated.cfm>

<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>

<http://www.ala.org/ala/mgrps/rts/vrt/professionalresources/vrtresources/freedomtoview.cfm>

WEEK 2:

Visit to the Ellettsville Branch.

Please let the instructor know if you need help with transportation.

At the branch there will be a tour, discussion of services, service desks, staffing and facilities.

Assignment given: For next week, find a unique library branch or small library to share in class.

WEEK 3:

Discussion of Library Missions, Goals, and Objectives and the Connection to Library Programming. Library Policies vs. Procedures.

Due: Be prepared to share a unique branch or small library to share in class. Perhaps find a website for class to view.

Due: An outline of the "Design a Branch" assignment

Readings for Week 3:

Mission, Goals and Policies

<http://mcpl.info/geninfo/board-policies>

Massachusetts Regional Library Systems. (2008). Library Program Policies. Available online at: <http://www.masslibsystem.org/policies/program.html>

Henson, S. (n.a.) Developing and Writing Library Policies and Procedures. https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%202/Henson_Policies%20and%20Procedures.pdf

Fasick, A. M., & Holt, L. E. (2008). Strategic planning and outcome evaluation. In *Managing children's services in the public library* (3rd ed.) (p. 13-21). Westport: CT: Libraries Unlimited. <https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%202/StrategicPlanning.pdf>

Howard, D., et. al.,(2009). "Our job is to promote reading": North Central Regional Library's mission. *Alki*, 25(1), 14-15. <https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%202/Howard%20Ourjobpromotereading.pdf>

WEEK 4:

Demographics: Understanding Your Community and Its Needs. Census and Community Assessment.

Due: Continue to share a unique branch or small library to share in class.

Assignment: For next week, find a helpful book, website, or article using “Bibliography for Design” from week 5, or make your own discovery and share in class or via Oncourse during discussion of readings.

Readings for Week 4: Demographics

Lear, B. W. (2002). Getting to know your community. In *Adult programs in the library* (pp.26). Chicago:ALA. http://books.google.com/books?id=48r47Xw64Q0C&pg=PA27&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Abbott, J. (2010). Bookmobile services to urban and suburban communities. In J. Dilger-Hill, & E. MacCraigh (Eds.), *On the road with outreach* (pp. 55-69). Santa Barbara, CA: Libraries Unlimited. https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%203/Outreach_ch5.pdf

Klopstein, E., Russell, B., Castro-Reino, P., Murillo, L., & Petterchak, L. (2010). Library services to immigrants and English language learners. In J. Dilger-Hill, & E. MacCreaigh (Eds.), *On the road with outreach* (pp. 71-88). Santa Barbara, CA: Libraries Unlimited.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%203/Outreach_ch6.pdf

<http://www.geolib.org/about.cfm> access to digital geographic information for library planning – an interesting idea but may not be useful

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

Week 5:

Design, Facilities and Services Programming as a Service defined and explored.

Due:

Find a book, website, or article using “Bibliography for Design” or your own discovery and share in class or via Oncourse during discussion of readings.

Readings for Week 5: Design

“Bibliography for Design” under Week Five in “Resources” on Oncourse if link does not work.

<https://oncourse.iu.edu/access/content/group/SP14-BL-ILS-Z604-20951/Week%20five/Programming%20Bibliography.docx>

Public Library, Whole Building Design Guide, A program of the National Institute of Building Sciences, http://www.wbdg.org/design/public_library.php

Wisconsin Department of Public Instruction's internet resource on "Public Library Space Needs: A Planning Outline"

<http://pld.dpi.wi.gov/files/pld/pdf/plspace.pdf>

www.floorplanner.com Can be time consuming to use and there are other tools. Do not feel like you have to use this as a hand drawn floor plan is acceptable.

Sullivan, Margaret (2011). Walls Can talk but are they speaking to teens? *Teacher Librarian*, pg. 13 -14

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%204/Sullivan_Teen%20Spaces.pdf

WEEK 6:

Staffing and Collections in relation to assignment due next week.

Assignment Given: Public Programming Plans (20% each for 40%) (Due Week 10 and Week 13)

Readings for Week 6: Programming

"The New Children's Librarian" *Teaching Young Children*.

<http://www.naeyc.org/tyc/article/the-new-children-librarian>

ALSC Core Competencies - Knowledge of Materials

<http://www.ala.org/alsc/edcareers/alsccorecomps>

Powerpoint of Programming Philosophy:

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Powerpoint%20of%20Programming%20Philosophy/MCPL%20programmingphil2.pptx>

Link to sample policies and guidelines and proposal form:

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Programming%20Policy%20and%20Procedure/>

Alexander, L., & Immroth, B. (2004). Youth services. In K. D. McCook, *Introduction to Public Librarianship* (pp. 211-234). New York: Neal-Schuman.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%205/YouthServices_2004.pdf

Brack, L., & McKenzie, J. (2007). CLASS: The future of adult programming in the public library. *Public Libraries*, 46(3), 40-44.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%205/Brack%20Future%20of%20Adult%20programs.pdf>

McCook, K. D. (2004). Adult services. In K. D. McCook, *Introduction to Public Librarianship* (pp. 183-202). New York: Neal-Schuman.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%205/Adult%20Services_McCook%20ch.%208.pdf

Hughes-Hassell, S., Agosto, D. E., & Sun, X. (2007). Making storytime available to children of working parents: Public libraries and the scheduling of children's literacy programs. *Children & Libraries* 5(2), 43-48.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%205/Making%20Storytime%20available.pdf>

Mid-Hudson Library System. EZ Programs: <http://midhudson.org/program/main.php>
http://midhudson.org/program/ideas/Story_Hour.htm (You might find some good ideas for your program proposal assignment here.)

Week 7:

*******Programming** - Taped programs and photos shared in class.

Due: Design a Branch Library (students begin to present in class)

Readings for Week 7 – Programming

Review “Programming” bibliography that will help with assignments.

<https://oncourse.iu.edu/access/content/group/SP14-BL-ILS-Z604-20951/Week%20seven/Programming%20Bibliography.docx>

Klopstein, E., et al. (2009). Welcoming newcomers with practical library programs. *Public Libraries*, 48(6), 43-47.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Welcoming%20newcomers.pdf>

Stein, M. K. (2009). Working together with community groups to provide big-time programming for adults. *Louisiana Libraries*, 72(1), 13-19.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Working%20Together.pdf>

Albright, M., Delecki, K., & Hinkle, S. (Spring 2009). The evolution of early literacy: A history of best practices in storytimes. *Children & Libraries*, 7(1), 13-18.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Evolution%20of%20Early%20literacy.pdf>

Stauffer, S. M. (Summer 2009). Summer reading incentives. *Children & Libraries*, 7(2), 53-55.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Summer%20Reading%20Incentives.pdf>

Winters, A., & Gregg, E. J. (2010). Before it's reading it's writing: Urban teens as authors in the public library. In D. E. Agosto & S. Hughes-Hassell, *Urban teens in the library: Research and practice* (pp. 153-167). Chicago:

ALA. <https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/BeforeReading.pdf>

Dempsey, B. (July 2007). What boomers want. *Library Journal*, 132(12): 36.
https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2013/Dempsey_What%20Boomers%20Want.pdf

Langemack, Chapple (2007)
The Author Event Primer : How to Plan, Execute and Enjoy Author Events *Libraries Unlimited*
<http://web.ebscohost.com/ehost/detail?sid=1bb174f0-5a71-4b29-95fa-3fa18e393f51%40sessionmgr4004&vid=1&hid=4204&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=nlebk&AN=226586>

WEEK 8: Publicizing Your Programs and Services

Continue in class presentations on “Design” paper.

**Begin presentations on “Observation” experience. (Can turn Week 8 or Week 9)
Present briefly in class this week or next.**

Readings for Week 8 – Publicizing Your Programs and Services

Brown, C. (2010). Planning and marketing outreach services. In J. Dilger-Hill, & E. MacCreaigh (Eds.), *On the road with outreach*. Santa Barbara, CA: Libraries Unlimited.
https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%207/Outreach_ch1.pdf

Lear, B. W. (2002). Generating publicity. In *Adult programs in the library* (pp. 78-87). Chicago: ALA.
<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%207/GeneratingPublicity.pdf>

Ranier, R. (2005). Selling your programming. In *Programming for adults: A guide for small- and medium-sized libraries* (pp. 215-231). Lanham, MD: Scarecrow Press.
<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%207/SellingProgramming.pdf>

Braun, L. W. (February 2009). Using technology to market teen library programs and services: Is a web site the answer? *Voice of Youth Advocates*, 31, 510-511.
<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%207/Braun-Using%20technology%20to%20market%20Teens.pdf>

Durrance, J. C., & Fisher, K. E. (2004). The urgent need to tell the library story more effectively. In *How libraries and librarians help: A guide to identifying user-centered outcomes* (pp. 3 - 23). Chicago: ALA.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/Durrance_Fisher_2004.pdf

Goldberg, Beverly

Indiana Librarian Triggers Toxic Toy Alert (2006) *American Libraries*

<http://www.americanlibrariesmagazine.org/article/indiana-librarian-triggers-toxic-toy-alert>

WEEK 9:

Program Evaluation, Collaboration, Partnerships and Outreach

Due: Program Observations – continue to share briefly in class.

Assignment Given: New Service Essay (10%) (Due Week 14)

Readings for Week 9: Program Evaluation, Partnerships

Fasick, A. M., & Holt, L. E. (2008). Evaluating achievement. In *Managing children's services in the public library* (3rd ed.) (p. 21-25). Westport: CT: Libraries Unlimited.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/EvaluatingAchievement.pdf>

IMLS. Outcome based evaluation. <http://www.ims.gov/applicants/basics.aspx>

Brehm-Heeger, P. (2008). Partnerships and outreach. In *Serving urban teens* (pp. 191-219). Chicago: ALA.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/Brehm_Heeger_2008.pdf

Katz, J. (May/June 2009). A common purpose. *Public Libraries*, 48(3), 28-31.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/Katz_CommonPurpose.pdf

Mattessich, P. W., et al. (2001). *Collaboration: What makes it work*. (2nd ed.) (pp. 11-28). Saint Paul, MN: Amherst H. Wilder Foundation.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/Mattessich_2001.pdf

Hilyard, N. B. (2004). Community partnerships. *Public Libraries*, 43, 147-153.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/Community%20Partnerships.pdf>

Agosto, D. E. (2008). The Lubuto Library Project as a model of school library media services for disadvantaged youth. *Knowledge Quest*, 37(1), 38-42.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2010/Disadvantaged%20Youth.pdf>

Clay, E. S. (2009). The partnership between public libraries and public education. *Virginia Libraries*, 55(2), 11-

14. <https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%208/School%20and%20public%20library%20Partnerships.pdf>

WEEK 10:

Diversity, Homeless patrons, Security and Safety

Due: Program Plan #1

You must present in class on either Plan #1 or Plan #2.

If you choose Plan #1, be prepared to give an overview of your plan in class.

Readings for Week 10, Diversity

<http://blackbeltlibrarians.com/drupal/>

<http://www.ala.org/ascla/asclaourassoc/aboutascla>

Allington, Richard (2013) Eliminating Summer Reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap April/May *Reading Today*

<http://www.rcowen.com/PDFs/Allington.pdf>

Edwards, J., Loyal, A., Stark, M., & Zoellner, K. (2009). From inside out: Promoting diversity awareness in ourselves and our library users. *PNLA Quarterly*, 74(1), 6-16.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2010/Promoting%20Diversity.pdf>

Lilienthal, Stephen M. The Problem is not the homeless. *Library Journal*. June 15, 2011

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2010/Homeless.pdf>

WEEK 11:

Information Literacy Skills Instruction, Career Services, eGovernment, eCitizens

Hand back graded Program Plan #1 and discuss for Plan #2.

Next week - Find one or two examples of computer class offerings from library websites, compare offerings to discuss in class.

Readings for Week 11 - Information Literacy Skills Instruction

Levere, Jane L.

Reaching Those on the Wrong Side of the Digital Divide March 20, 2013

http://www.nytimes.com/2013/03/21/business/a-campaign-to-help-people-learn-internet-skills.html?ref=technology&_r=3&

Tips for conducting a Reference interview - MCPL

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2011/Tips_for_Conducting_an_Effective_Reference_Interview.doc

Bertot, John Carlo; McClure, Charles, R.; Jaeger, Paul T.; and Ryan, Joe. (2006). *Public Libraries and the Internet 2006: Study Results and Findings*. Tallahassee, FL:

Information Use Management and Policy Institute.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2011/Public%20Libraries%20and%20the%20Internet%202006%20-%20Study%20Results%20and%20Findings%20_full%20report_.pdf

Below is a link to just one example of class offerings. **Find one or two examples of computer class offerings from library websites, compare offerings to discuss in class.**

<http://www.piercecountylibrary.org/services/tools-tough-economic/computer-classes/computer-classes-job.htm>

Career Services

Baumann, Michael (2009). Public Libraries Step into Job Search Niche. *Information Today*, Vol. 26, Issue 10

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2011/Bauman_Job%20Search%20at%20Public%20Library.pdf

eGovernment eCitizens

Pew Internet and American Life Project

<http://www.pewinternet.org/>

Hersberger, J. (2001). Everyday information needs and information sources of homeless parents. *New Review of Information Behaviour Research*, 2, 119-134.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2011/Hersberger_2001.pdf

Bertot, J., Jaeger, P., & McClure, C. (2008). The impacts of free public internet access on public library patrons and communities. *The Library Quarterly*, 78(3), 285-301.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2011/Impacts%20of%20Free%20Public%20Internet.pdf>

Vissar, Marijke and Mary Alice Ball (2010). The Middle Mile: The Role of the Public Library in Ensuring Access to Broadband. *Information Technology and Libraries*. Pg. 187-194.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2011/Vissar_Broadband%20Access.pdf

WEEK 12:

E-book discussion

Plan #2 is due Week 13 but if you turn in this week, please be prepared to share Plan#2 in class.

Share findings of computer classes being taught at public libraries or any new ideas of your own.

Readings for Week 12: eBooks

Kenney, Brian. What we buy now, a look at purchasing trends *Publisher's Weekly*, January 18, 2013 <http://www.publishersweekly.com/pw/by-topic/industrynews/libraries/article/55555-what-we-buy-now.html>

Library Use of eBooks, 2012 Edition – Review and summary

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2012/Library%20Use%20of%20eBooks%2C%202012%20Edition.docx>

Kelley, Michael. A Modest Ebook Proposal. *Library Journal*, Nov. 1, 2012, pg. 8

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2012/Modest%20Ebook%20Proposal.pdf>

Foote, M. (2010). Developing a policy for Kindle and iPod content: One library's experience. *Against the Grain*, 22(2), 47-48.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2012/Foote_2010.pdf

Miller, Rebecca (2011). Dramatic Growth. *Library Journal*. October, 15
https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2012/Miller_Dramatic%20Growth.pdf

<http://americanlibrariesmagazine.org/columns/dispatches-field/guide-ebook-purchasing>

WEEK 13: Services to Seniors

**Due: Program Plan #2 (Can turn in Week 12 or Week 13)
Be prepared to share Plan#2 in class if you did not present on Plan #1**

Readings for Week 13: Services to Seniors

RUSA - Reference and User Services Association. (2008). *Library services to an aging population committee*. Chicago, IL: American Library Association.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2013/RUSA_Library%20services%20to%20aging.pdf

Piper, D., Palmer, S., & Xie, B. (Spring 2009). Services to older adults: Preliminary findings from three Maryland public libraries. *Journal of Education for Library and Information Science*, 50(2), 107-118.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2013/Piper_Service%20to%20Older%20Adults.pdf

Prasad, P. (2009). Reference services to senior groups in the San Antonio Public Library. *The Reference Librarian*, 50(1), 99-108.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2013/Prasad_Reference%20Services%20to%20Seniors.pdf

WEEK 14:

Literacy

Due: New Service Essay – speak briefly on the service you investigated and if it ties into literacy.

Return graded Program Plan #2 and discuss.

Readings for Week 14: Literacy

Arnold, Renea. (2003 September). Public libraries and early literacy: Raising a reader. *American Libraries*, 34(8), 48-51.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%205/Arnold%20_Raising%20a%20reader.pdf

Eisenberg, M. B., Lowe, C. A., & Spitzer, K. L. (2004). Defining information literacy. In *Information literacy: Essential skills for the Information Age* (2nd ed.) (pp. 3 – 11). Westport, CT: Libraries Unlimited.

<https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2015/InfoLiteracy.pdf>

Green, John. (2010). Future of reading. *School Library Journal*, 24-28.

https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2015/Green_Future%20of%20Reading.pdf

Hilyard, N. B. (2004). Perspectives on literacy. *Public Libraries*, 43, 18-

23. https://oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%2015/Hilyard_Perspectives%20on%20Literacy.pdf