LIS 683 – Services in Libraries

Tuesdays 1:00 p.m. - 3:40 p.m. Hamilton Library, 3F

Instructor: Dr. Vanessa Irvin, M.S.L.S., Ed.D.
Office: Hamilton Library 002J
Office Phone: (808) 956-6703
Office Hours: By appointment only, please email request
Email: irvinv@hawaii.edu
URL: http://www2.hawaii.edu/~irvinv

COURSE DESCRIPTION

LIS 683 covers services and programming for public libraries. It focuses on public library services with special attention to all ages and underserved populations. This course is intended for LIS students and librarians who plan to provide or are already providing public library services and programming, and interested others.

Prerequisite: None, but LIS 601 is strongly suggested before taking this course.

LIS PROGRAM LEARNING OBJECTIVES

This course addresses the following objectives of the LIS Program, enabling students to:

- To demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library & information science and technology
- To demonstrate an understanding of the development, organization, and communication of knowledge
- To demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- To demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- To demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
- To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
- To demonstrate basic competencies required for instructional program development in particular information environments

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.
Email irvinv@hawaii.edu if you have any questions about this course’s content.
COURSE LEARNING OBJECTIVES
Students who complete this course will able to:

• discuss a diverse range of sources on the theory and practice of public library services
• assess and evaluate public libraries in terms of physical plant, programs, and policies
• articulate their knowledge about public library service and planning in Hawai’i
• utilized a variety of print and non-print materials appropriate for use in programming and improving services
• understand the complexities inherent in issue and policies related to access and service to special populations
• plan and initiate library programming, reading promotion, and outreach services
• critically assess issues concerning equitable access and the status of pertinent legislation
• formulate rationales for the provision of funding for improved library services
• be able to articulate a philosophy of library service that advocates for promotion and ongoing innovation of public library collections, programs, and staff development

STUDENT LEARNING OUTCOMES
SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   1a) Apply LIS theory and principles to diverse information contexts.
   1c) Develop and apply critical thinking skills in preparation for professional practice.
   1d) Craft and articulate a professional identity.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2c) Develop, manage, and assess information services for specific users and communities.
   2d) Create instructional and outreach programs.
   2e) Demonstrate the ability to advocate effectively for information services.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.
   3b) Organize, create, archive and manage collections of information resources following professional standards.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
   5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders.
   5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems.
   5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability.

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TEACHING PHILOSOPHY
This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding librarianship in public settings. Learning to identify community needs, to ask meaningful questions, to advocate for the reading public and their reading interests and tastes, and to be able to assume a leadership role for serving diverse populations, is vital for the identity construction of the public librarian. The broad goal of the course is to help students acquire the ability to critically assess and engage with the reading public, the community at-large and with library stakeholders for the purpose of solidifying the public library and its services, in local communities.

TEACHING METHODS
This course is taught seminar style, using a variety of pedagogical approaches, including but not limited to: lectures, field research, collaborative projects and presentations, class and small group discussions, writing projects, intensive reading, and guest speakers.

RESEARCH METHODS
This course employs various research methods such as ethnography, practitioner inquiry, action research, case studies and critical evaluation, to facilitate class discourse, field assignments, and scholarly composed and delivered written and presented work.

CITATION STYLE
This course's citation style is APA. Therefore, the APA Manual is a required text. You should purchase it and use it extensively to properly format and present your work throughout the semester.


TEXTS & MATERIALS
REQUIRED: We will be reading and discussing the following texts. Be sure to read the “Assignments” section of this syllabus before acquiring any of these books.


REQUIRED: Bibliographic information for WEEKLY ARTICLES will be made available through the Resources section of the Laulima course system (https://laulima.hawaii.edu). If you are enrolled in this course, a tab for LIS 601 should be readily accessible via your Laulima interface.

Other Requirements:
- Use of UH email
- Hawaii State Public Library System (HSPLS) library card
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required

COPYRIGHT NOTICE
Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni’s projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor's nor course alumni's) without express written consent of your Instructor.
STUDENT RESPONSIBILITIES

This graduate level course is reading, writing, research, and fieldwork intensive. In accordance with university guidelines, you should expect to spend at least nine (9) hours beyond class time each week using your text(s), conducting research, actively participating in any online discussions, visiting libraries, and using a variety of print and online resources to compose, submit, and discuss your work. Additionally, as a LIS graduate student, it is anticipated that you understand the following student responsibilities:

Prerequisite Competencies. As an LIS graduate student, there are professional and technical competencies you need to have on board before beginning coursework within the LIS program. Refer to the following links for details on the prerequisite technical and professional competencies you need in order to successfully experience this course:

  Professional Expectations Notice: http://bit.ly/1KDne9n
  Computer Literacy Skills: http://www.hawaii.edu/lis/students/computer-literacy-skills/

Class Participation. The ability to work successfully with colleagues is vital to your career as an information professional. Thus, class participation and interaction with your classmate-colleagues and Instructor are imperative components of this course. To this end, you are expected to contribute thoughtfully, respectfully, and fully, during class discourse. Also, class participation includes all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course.

In consideration of all during class, please turn off or set vibrate on mobile devices.

Emailing Professor Irvin. Please know that I receive a lot of college and university-related email, plus professional email from various places all over the world. So when you email me please use your UH email only, putting your correct course number in the email subject line so that I know it is student email, and can give your query the proper priority. This is very important. If you don't do this, your email may be missed. This should be done consistently throughout the course, even as we get to know one another.

  For example,
  
  From: youremailaddress@hawaii.edu
  Subject field: LIS 683 Question about grant project

Additionally, due to the nature of assignments in this course, *I do not accept assignments via email*. See the “Assignment Submission Policy” below, to learn how to properly submit assignments.

Assignment Submission Policy. You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works. Assignments are due by 1:00 PM Hawaii Time, on the date due (usually on class day), unless otherwise specified. Late assignments are subject to significant points deducted off of your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the date due, you need to inform your Instructor in as much advance as possible. Please understand that late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit on time and correctly. Thus, if you submit late, expect a delay in communications and response. *Note:* I do not accept assignments by email.

Kokua Program | Disability Access Services. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center (QLC) for Student Services. All accommodation information is confidential.
ACADEMIC INTEGRITY AND HONESTY

In keeping with the American Library Association's Code of Ethics (2008), the LIS Program expects its students to conduct themselves in a responsible, ethical, and professional manner. To this end, the department applies the university's Academic Integrity Policy with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), as a pre-service LIS professional, the UHM LIS Program anticipates your compliance to its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Please know that successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. Any incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean.

“THE WORK”

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<td>Midterm</td>
<td>Readers’ Advisory Field Research</td>
<td>Week 9</td>
<td>20%</td>
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<td>Collaborative Assessment &amp; Planning</td>
<td>Library Programming Committee Project</td>
<td>Week 14</td>
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<td>Final</td>
<td>Public Libraries Grant Project</td>
<td>Week 16</td>
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<td>Philosophy &amp; Resources</td>
<td>Class discourse, professionalism, emails, etc.</td>
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General Grading Rubric. Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:

☐ Originality and depth of ideas, insights and professional assessments
☐ Demonstrated ability to use scholarly sources to support ideas and opinions
☐ Compliance with course criteria and standards
☐ Fulfillment of all requirements for particular assignment
☐ Timeliness of submission (submitting too early can be just as bad as submitting too late)
ASSIGNMENT | LIS CRITICAL BOOK REVIEWS
DUE: Weeks 4, 8, and 12 – by 1:00 PM in class.

Often in library and information science literature, you will find best practices offered up for working with various patron groups. However, we rarely see stories about the realities of daily life for a frontline librarian where “best practices” can be defined in many, non-traditional ways.

In this vein, for reflection and discussion we will be reading and discussing books about best practices in library service across the spectrum of the profession. You are to choose three (3) of the following texts to read and compose a full book review:


Email your picks to irvinv@hawaii.edu no later than the start of class for Week 2. I want an even distribution of the reading, for the purpose of our group engaging in rich discussion. Therefore, it is first come, first served on the book picks. Depending on the size of your class, book picks may fill up quickly. So be prepared for second choice picks. For example, you might want to submit to me your picks in order of preference for the entire list, and then wait for me to let you know which picks came through for you via the submission process.

In your book review, think about the stories you have read in your chosen book. Are they plausible? Were you surprised by anything you learned from your reading? How do you feel about public or school or academic or progressive librarianship now, after reading this text? How does what the book expresses support or refute what is reported in LIS research?

Format. Each book review should be 500-750 words, which equals about 3-4 pages, double-spaced, when using a traditional 12-point font in Microsoft Word. Your book review should be a thorough, thoughtful, critical reflection of the text read. Your review should conclude with a reflection on your response to the text and how your reading experience has impacted your own ‘reading’ of libraries, the people who use them, and the people who work in them. Be sure to put your first and last name in the header and paginate via the footer.

Basically, your paper will consist of three (3) parts:
1. Introductory summary of book.
2. Critical Book Review.
3. Reflective conclusion.

Submission Guidelines. Upload your book review document in your Assignment Drop Box in Laulima before class session of the date due. See the Assignment Submission Policy on page 4 of the class syllabus for my policy on late assignments. You may also want to bring a hard copy of your paper to class on the date due so that you are best prepared to discuss your views.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor. Email irvinv@hawaii.edu if you have any questions about this course’s content.
MIDTERM | READERS' ADVISORY RESEARCH REPORT
DUE: Week 9, March 9, 2016, 1:00 PM, HST.

In this research, you will learn how a public librarian engages readers’ advisory in professional practice. To begin your research, situate yourself as the patron by taking note of your answers to the following questions: What is your favorite genre? What types of books do you like to read? What kinds of settings, characters, and pacing do you enjoy in a story? Why do you like to read what you read? Once you are clear about your information need, visit a public library that you usually do not patronize and ask a reference librarian for help in locating two titles that meet your leisure reading interests. The books must be on the shelves at the library. Do not accept requests or inter-library loan as resolution for your query. You must be able to check out the books and walk out of the library with books in hand. Bring your books with you to class, on March 9, 2016. As the patron, you are the initiator of the readers’ advisory interaction. You needn’t disclose that you are an LIS student because you are going to the library as a patron looking for two books to read that you will enjoy. You want this interaction to be as authentic as possible, so that the librarian doesn’t feel that they have to “perform” to model librarian professional practice to you.

Observe carefully, the following professional practices employed (or not):

- How did the librarian receive your query (body language, facial expression, etc.)?
- What was his/her immediate response to your query (the first thing they said)?
- What search techniques did the librarian employ to resolve your query?
- In what ways did the librarian “sell” you the books?

Important: Observe during the readers’ advisory interview, do not take notes while interacting with the librarian. Observe, taking mental notes of the experience. As soon as the readers’ advisory interview is complete, sit down at a library table and then scribe your notes. Be sure to include date, time, observations of your surroundings including where you’re sitting, who’s around you, what’s going on in your vicinity, and anything else that strikes you about the environment. Then write what happened during the librarian interaction, raising any questions that come to mind. These are called “field notes” and are an important means of ethnographic data collection.

Then write a reflective memo (akin to a journal entry) addressing these considerations: Do the books the librarian gave you truly meet your information need? Are you excited to read these books? Why? What did the librarian say or do to help you connect with these books? What about your patron experience was most useful? Least useful? Impressive? Disappointing? Surprising? What did you learn? What do you now know that you did not know before?

Using your field notes and memo, write a formal ethnographic report delineated as follows:
Part I: Vignette. In this section, introduce your paper with a brief story about your preparation and stance for this research. Also narratively provide the library’s full name and location stating why you chose this particular location.
Part II: Literature Review. Discuss the readings assigned for Week 9 and how they inform your understanding of this topic. Segue into the next section.
Part III: Ethnographic Report. Provide your full write up of your readers’ advisory field research in this section.
Part IV: Conclusion. Discuss strengths and weaknesses of the readers’ advisory interaction as you observed and experienced it. Discuss your understanding of the value of readers’ advisory as an information literacy tool.
References: Provide a reference list of all resources cited, APA style.
Appendix A: Your field notes (scanned images of your handwritten notes are preferred).
Appendix B: Your reflective memo.

FORMAT. Parts I - IV should be no longer than 15 pages. Your introductory vignette should be single-spaced and in italics, the rest of the paper should be double-spaced, normal 12 pt. font, with 1” margins around, with a cover page, running head and paginated, and cited in accordance with APA citation standards.

SUBMISSION. Upload your paper via Laulima, into your Assignment Drop Box, AND bring a hard copy of the paper to submit in class, no later than March 9, 2016, 1:00 p.m., HST. Bring your two library books to class as artifacts for discussion.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.
Email irvinv@hawaii.edu if you have any questions about this course’s content.
ASSIGNMENT | PROGRAMMING COMMITTEE PROJECT
DUE: Week 14, April 19, 2016, 1:00 PM, HST.

Project Rationale: The purpose of this assignment is to gain experience with strategically planning literacy-based programs for libraries in a collaborative context. While this course focuses on public libraries, in Hawai‘i, we also have P&S (public and school) libraries, so this project can also address the P&S context. Each team will plan a library programming schedule for one library for an entire year (September – August). Each team will submit a paper with an accompanying in-class presentation on how the programming agenda will be implemented, sustained, and executed. The Programming Project must be substantiated by demographic, ethnographic (observatory field), and LIS research.

Your team paper and presentation must contain the following elements (in this order):

1) Introduction.
   a. Introduce the library you are working for in terms of full name, address, location, neighborhood.
   b. Offer a brief history of the library and its community.
   c. Articulate objectives and goals for this programming presentation.

2) Needs Assessment.
   a. Offer a detailed profile that includes community demographics and services.
      i. Identify major user groups for your library.
   b. Describe the library and its facilities for offering programs for the community. In other words, who can the library service for programming? Where? When? Why? How?
   c. Identify information needs of the community based on your data and professional observations that will be addressed with programming events.

3) Programming Outline and Schedule.
   a. This is the meat of the project. You must offer at least one program per month, September-August (public libraries typically follow the academic year schedule for staffing, programming, etc.). That equals 12 programs for this project, at the minimum. You can have more than 12, but be careful to offer a cogent balance of programming. Too much is just as ineffective as too little.
   b. At least two (2) promotional flyers:
      i. one flyer for a regularly scheduled program (any user group), and
      ii. one flyer for a Summer Reading program (a different user group).

4) Budget.
   a. You are the librarians for this library. The administration has allotted the following budgets for library programming at your location, for the fiscal year (July 1 – June 30):
      i. Outreach Initiative has an annual budget of $1,000.00
         Ideas: prizes, photocopying for flyers, give away books, etc.
      ii. In-House Initiative has an annual budget of $1,250.00
         Ideas: honorariums, refreshments, prizes, giveaways, etc.
      iii. Summer Reading Program has received a Friends Group donation of $500.00
         Ideas: prizes, snacks for summer programs, gift certificates, etc.

5) Conclusion.
   a. In this section, discuss the strengths and weaknesses of your programming schedule. Let stakeholders know what resources you have in place, and what resources are needed to full success of your plan.
   b. Also state what benefits your programming brings to your library and its service community. Literacy outcomes can be discussed in this section.

6) References.
   a. Provide a complete reference list of all in-text citations, APA style.

7) Appendices.
   a. Provide all cogent appendices in clear, numerical order.

This proposal is to be in budget. If you go over budget, you must present an amendment to the proposal for additional funding and support (e.g. friends groups, pro bono performers, etc.). Each committee will receive a grade, and each committee member will receive an individual grade. The average between the two grades will be your personal group project grade. Programming strategies will be discussed in class.
FINAL | PUBLIC LIBRARY GRANT PROPOSAL
DUE: Week 16, May 3, 2016, 1:00 PM HST (last day of class).

For this final project, you will write a hypothetical grant application seeking to procure funds for your public library. Your stance: You are the branch manager of a local public library. You want to apply for a grant to secure funds to develop your library’s collection, or to institute a new initiative in the library for the good of the community, or to pay for professional development of your staff members.

Choose one (1) of the grants below. Email your grant choice, no later than the end of Week 4 of the semester to: irvinv@hawaii.edu. Once you pick your grant, you cannot change your choice. These are the only grants we are working with this semester. No exceptions, so please do not ask.

**For Collection Development**

**For a New Initiative**
Loleta D. Fyan Grant: [http://www.al.org/awardsgrants/awards/154/apply](http://www.al.org/awardsgrants/awards/154/apply)

**For Staff Development**

**Assignment Guidelines.**
This project will make you think, critically analyze, and synthesize your own ideas with the course readings, your field research, and class discourse. This project will be a platform for you to explore your philosophies and intentions around public service, knowledge construction and sharing, and cultural competency. You are to use all of the Week 9 and 10 readings (and beyond, if applicable) to think about, discuss, and cite, within this paper.

Consider: Take this project as an opportunity for you to write thoughtfully, critically, and meaningfully about how as a public service librarian, you can express leadership to advocate for funding for your institution and the community that you serve. Such committed focus and intention is vital in our global village today. Consider this work an important artifact of your professional portfolio.

Note: What I will be focusing on in assessing your work with this paper is how well you synthesize the professional literature with your own innovative ideas that should be evolved by now, from all of the readings in this course. My reading will focus on how effectively you express your critical thinking about complex, important ideas and how you advocate for your ideas to stakeholders. Your paper must be readable. In this vein, it must adequately conform to APA style standards.

**Format.**
A vital aspect of this project is how well you conform to the formatting requirements of your chosen grant. Grants are often rejected due to formatting, spelling, and grammar errors. Paying attention to details, following instructions, and respecting requirements is an important part of the identity construction of every good librarian, and with grant writing, can have financial consequences. A large portion of my assessment of your grant proposal will be based on how well you respect and comply with the grantor's requirements and guidelines.

**Submission Guidelines.**
- Upload your grant application project via your Assignment Drop Box in Laulima.
  - Do not email me your paper, as I do not accept assignments via email.
- Document Formats: .doc or .docx | Do not submit in pdf format.
ASSESSMENT

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, per LIS program policy, a GPA of 3.0 is required for continued registration and graduation from the LIS program. This means that you must pass LIS courses with a final grade of “B-” or higher to be considered as passing in the LIS program.

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Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in inquiry journals, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to rubrics and checklists for major assignments. Assignment grade weights:

- Critical Book Reviews: 30%
- Midterm – Readers’ Advisory Field Research: 20%
- Programming Committee Project: 20%
- Final – Public Libraries Grant Project: 30%
- Class Participation: 10%

Total: 110%

Feedback. I provide full feedback on the midterm and most weekly assignments, particularly during the early part of the semester. Due to the time I take to carefully read and evaluate everyone’s work, you can expect to receive your grade and feedback within two weeks of an assignment’s due date.

Feedback is offered on the final project by email request only, at my discretion. What this means is: I am more likely to provide feedback for students who scored low (lower than a B) on the final project and/or in the course.

Extra Credit. There is no extra credit available for this course.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvinv@hawaii.edu.
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<td>January 12, 2016</td>
<td>Class Introductions, Syllabus Q&amp;A</td>
<td>Syllabus in class</td>
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<td>Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor. Email <a href="mailto:irvinv@hawaii.edu">irvinv@hawaii.edu</a> if you have any questions about this course’s content.</td>
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<td>January 19, 2016</td>
<td>Public Library History and Structure</td>
<td>Laulima &gt;&gt; Resources</td>
<td>Book review picks to <a href="mailto:irvinv@hawaii.edu">irvinv@hawaii.edu</a></td>
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<td>Policies for Public Library Services</td>
<td>Laulima &gt;&gt; Resources</td>
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<td>6</td>
<td>February 16, 2016</td>
<td>Library as Space and Place</td>
<td>Laulima &gt;&gt; Resources</td>
<td>Programming team roster to <a href="mailto:irvinv@hawaii.edu">irvinv@hawaii.edu</a></td>
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<td>February 23, 2016</td>
<td>Needs Assessment for Service Communities</td>
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<td>8</td>
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<td>Who Uses Public Libraries?</td>
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<td>Readers’ Advisory in Public Libraries</td>
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<td>Who are the Librarians in Public Libraries?</td>
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<td>16</td>
<td>May 3, 2016</td>
<td>Trends in Public Library Services</td>
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<td>Public Library Grant Proposal</td>
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<td>Finals Week: May 9-13, 2016</td>
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<td>End of Semester: May 14, 2016</td>
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SPRING BREAK! March 21-25, 2016
University Closed; No Class.