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Welcome to

Public Libraries

a 3-credit graduate class for those of you seeking to explore the history and current services, trends, and issues associated with American public libraries!

We meet together online, live, once a week for 3 hours.

Fall 2020
Mondays, 3 - 6 p.m., live online (synchronous)
Unique Number: 27300
Instructor: Dr. Loriene Roy, Professor (she/her) White Earth Anishinabe

iSchool Land Acknowledgement

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We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn on this piece of Turtle Island. Since our class is online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: https://native-land.ca/

To read more about land acknowledgement, see: Stewart, Mariah, "Acknowledging Native Land is a Step Against Indigenous Erasure," Insight Into Diversity, December 19, 2020. Available at: https://www.insightintodiversity.com/acknowledging-native-land-is-a-step-against-indigenous-erasure/

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UT-Austin Native American and Indigenous Studies Program Land Acknowledgement

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We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

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Syllabus

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Course Meeting Times and Classroom Location

- Monday, 3 p.m. - 6 p.m. online through Zoom, starting on Monday, 31 August 2020. Our last day of class is Monday, 23 November 2020.
- We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class. We will have a fifteen minute break approximately half way through the class. Please return promptly to our Zoom room after the break.
- Read on to find details about the course, including our plans for each week, descriptions of assignments, and the formal elements of the class including our objectives, course policies, and details on grading.

Course Description

Historical development, mission, development of standards, library directors, local government and library boards; financial basis including fund raising and budgeting; personnel; federal and state government systems and library cooperation, legal basis; services to users, popular culture, collection development, marketing, facilities; future of public libraries; mission, governance, issues, trends and problems of public libraries.

Prerequisite

Graduate standing in the School of Information or admission to the Bachelor's in Computer Science/MSIS program. Students in other departments may be able to enroll in the class if there is room after iSchool students have been given an opportunity to register.

Student Learning Objectives

- At the conclusion of this course you should:
- Be familiar with the history of the American public library movement;
- Work with others to explore multiple perspectives about current issues impacting public libraries;
- Understand the varying publics impacting public libraries including users, library trustees, and local governments;
- Understand general aspects of public library funding;
- Understand the field of librarianship through close contact with one public librarian;
- Become familiar with general aspects of public library services to adult readers;
- Have some familiarity with the physical setting of the American public library;
- Understand the purpose and role of advocating for public libraries.

Required Readings

- There is a lot written about public libraries! We will not have a textbook. Instead, check the class schedule for our reading plan.
- Readings are available online in Canvas or in the weekly modules as links to online sources. Some readings may be provided as .pdf documents. You will need to open these documents in Adobe Acrobat. If you do not already have Adobe Acrobat Reader on your computer, you can download it for free. Ask the iSchool IT Lab staff is you need assistance!
- Feel free to recommend additional readings that you run across in your own work for the class. You might also want to search for full text articles through the "Library & Information Science Source" database available through the University Libraries website, lib.utexas.edu.
- By the way, did you know that you can store files on the cloud for free through UT Box? https://it.utexas.edu/ Scroll down the page and click on "Servers, Storage & Data." Look under "Cloud Storage."

Instructor Behavior

As your instructor, I will endeavor to:

- return assignments promptly;
- negotiate an office meeting time with you upon your request;
- grade fairly and consistently;

- tell you in advance what I expect of you;
- encourage individual class participation while preventing any one student from monopolizing the discussion, from treating other students without respect or from otherwise making class discussion disagreeable;
- make explicit a rationale for assigning grades;
- help maintain an atmosphere of learning in the classroom;
- serve as 'fairness monitor' or otherwise mediate in difficulties students might be having related to the class;
- come to class prepared and organized;
- maintain confidentiality concerning student grades;
- apply class policies fairly and consistently.

I am most comfortable with you calling me Dr. Roy until you graduate! Here is an autobiographical piece that will provide you with some details about my background. Roy, Loriene. (2014). "Leading a Fulfilled Life as an Indigenous Academic," AlterNative 10 (3): 303-310. Altern10(3)_Roy (4) (1).pdf

We are fortunate to have a Teaching Assistant helping this semester, Stephanie Tamsky, iSchool Ph.D. student. We will work together to support you and our course objectives.

Course Policies

"Without overdrawing the contrast, students leaned toward a vision of the student professor relationship as easygoing, familiar, and accommodating, whereas professors contemplated a relationship marked by fair dealing, clarity of expectations, and a strong commitment to learning by both parties."

-Walsh, David J. and Mary Jo Maffei, "Never in a Class by Themselves: An Examination of Behaviors Affecting the Student-Professor Relationship," The Teaching Network 20 (1) (Oct. 1998): 2.

As I interpret my role in this class, my responsibility is to provide you with an opportunity to meet the objectives outlined in the syllabus. I am willing to help, and sincerely hope that, students achieve these objectives. I have developed the following policies for my classes with the advice of students over the semesters and through conversations with other faculty. Some of these statements set the boundaries for the class content and schedule. Others outline expected behavior. Many of the policies arose as a result of unexpected situations that may never occur again; I now know how I would handle these situations. The policies should help you to know what you can expect of me, yourself, and your classmates. I hope they help me deal fairly and consistently with students. Please contact me if situations arise where you have questions.

<u>**Communication Including Email**</u>:

- We will use two main tools to help us stay connected throughout the semester: Canvas and Zoom. You can access Zoom using your UTEID, password, and Duo.
- Duo is multi-factor authentication. If you need assistance with Duo, see this page: https://ut.service-now.com/sp?id=kb_article&number=KB0018240
- Canvas is a web-based course management system. Our Canvas page is our syllabus. Here is where you will find details about the class such as our weekly agenda and details about

assignments. I will use Canvas to send announcements to the entire class and e-mail to individual students. Submit your work through Canvas where I will evaluate it, provide feedback, and post the resulting grades. Please visit Canvas frequently. If you need any assistance with Canvas, see http://canvas.utexas.edu/

- Zoom is a web conference platform. We will use Zoom to create our online class space. You will find a link to Zoom on our Canvas site. Here is where you will find information on Zoom: https://zoom.its.utexas.edu/ (Links to an external site.) Link (Links to an external site.) Note that you can access Zoom on your computer and download it as an app for your phone. Sign into Zoom from this UT-Austin page before each class. If you sign in through a personal Zoom account you will likely be placed in a 'waiting room." https://zoom.its.utexas.edu/signing-in-and-out-zoom
  - o We will be able to see and hear each other on Zoom, chat, share and view our computer screens, and do group work.
  - o Remember that we can see everything on your screen when you share it.
  - o It would be nice to see you on camera during class. If you cannot do so, please email me so that we can discuss accomodations.
  - o Note that our Zoom classes are recorded and placed on our Canvas website. The recordings are not available to people outside of our class.
- Please contact me in email through Canvas instead of sending me email to iSchool email address. Check the inbox feature. In your email: please provide your UTEID in the subject line of any message.
- Please submit all completed work to me electronically through Canvas as .doc or .docx files. You will create these documents using MSWord. Note that if you use google.docs to create your files you will need to download them into .doc or .docx. Since I will use 'track changes' to add comments to your work, please do not submit .pdf files. Assignments submitted in formats other than .doc or .docx will receive a deduction of -10.0 points.
- If you need access to MSWord, see what is available to you through UT-Austin at: https://it.utexas.edu/services/software-applications You can purchase Microsoft Office through The Campus Computer Store (http://campuscomputer.com/campuscomputer/).
- Add a cover sheet to all of the work you submit. Double check your formatting to make sure that your cover sheet is unnumbered and your page numbering begins with your first page of text! See more details about the cover sheet, below. PLSampleCoverSheet_F2020.docx
- In some cases you will also need to post copies of your completed work to class. There will be a designated space for posting your work for others to view in a Discussion area on Canvas.
- Naming your documents! Please follow this protocol in naming your files, especially with assignments you submit. YourlastnameYourfirstname_Nameofassignment. For example, RoyLoriene_Public_Librarian_Interview_Reflective_Essay.
- Please double space your content in your Reflective Essay. You can single space text in your Handouts as long as there is sufficient white space to aid readability.
- Please ask your questions about assignments in class. An alternative is to post your question on Canvas to a discussion thread that everyone can see. I will respond as promptly as possible. If you have a question, chances are that your classmates have a similar question!
- Make sure that you are subscribed to the Insider electronic list to receive important notifications from the iSchool such as when you might elect to schedule appointments with your

faculty advisor to plan your courses for the next semester and how and when to apply for graduation.

- Personal Names and Pronouns: The official class roster will list students by their legal names. We also want to respect your preferences for gender pronouns. Please let us know your preferences. And feel free to remind or correct me if I get things wrong. Hover over your name in Zoom and you should have the option to rename yourself and/or add pronouns.
- Office hours: By appointment through Zoom. Please send me an e-mail and we will find a mutually agreeable time to meet on Zoom.
- You might find useful information at Longhorns online: https://longhornsonline.utexas.edu/

Technical Requirements:

You probably have taken other online courses as part of your degree and have the requisite hardware and software. A summary of what you will need includes:

- Hardware
- Computer + Internet Connection
- Headset
- Microphone
- Camera (on computer should work)
- Phone (for accepting calls for DUO)

Software

- Office suite software (Microsoft Office, especially MSWord)
- Browser: Chrome
- You may need additional tools

Attendance and Participation:

- Everyone benefits when you are in class! Class attendance is required.
- You are expected to participate in general class discussion throughout the semester.
- Grades for participation are based on the quality, promptness, and consistency of student contributions.
- You are expected to participate in all aspects of class discussion. Participation includes responding when called upon, volunteering comments, contributing to reporting out during group activities, posting comments about readings online, and responding online to comments by others.
- You should come to class prepared to discuss any required readings as well as your perspectives on these readings. You should strive for balance in your contributions: your participation evaluation will not be based on who speaks the loudest or the longest but on your consistent, constructive participation. So, remember to speak up and actively contribute to in-class activities!
- If I ask you to post some information on Canvas, please do so promptly and within 24 hours.
- Most of the required work is work by individual students. You might engage in group work in class or through conversation on Canvas.

- In class, please speak clearly and loudly enough for all to hear. Oral presentations will be evaluated according to the Presentation Delivery Checklist. PresentationDeliveryChecklist_Fall2020.docx
- Remember, you can submit most assignments in advance of the deadline.
- Absences will be excused only in certain situations: documented illness/emergency, religious holy days, case specific special reasons such as involvement in University activities in response to a documented request by a university authority, or compelling absences beyond your control. Please provide written documentation for such absences and inform me in writing of planned non-emergency absences weeks in advance. Excessive tardiness may be considered as an unexcused absence except in situations following university policy. An emergency would include: (1) Student's documentation (a note from a medical care professional) of a serious illness or accident, or (2) documented serious illness, accident, or death of a member of the student's genealogical family. Generally a maximum of only one excused absence is granted a semester. This does NOT give you permission to miss a class! And simply informing me that you will be absent does not mean that your absence is excused.
- If you have to miss class to attend a professional conference, you may make up this missed class by attending a meeting or program and reporting on this event in class. Along with this oral report you will need to submit a two-page (500 words) summary of the event. Please submit all extra credit documentation close to the time of the missed class and before the last day of class.
- If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up copies of any distributed materials. It is best to designate a note taker early in the semester.
- Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 20 points for each class missed). This penalty also applies to the first class whether or not you are registered for class at the start of the semester or whether you add the class after the semester starts. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. While these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade.
- Consider dropping the class if you miss four or more classes.

Deadlines and Submission of Work:

Assignments are all due on or by the stated due dates. It is the student's responsibility to ensure that I have copies of your work.

- Remember that I am able to see the time that you submit your work on Canvas. Canvas will indicate that your work is submitted late the second after the deadline has arrived.
- In most cases you can submit an assignment early.
- Tip: consider setting up your electronic calendar so that you receive reminders of upcoming deadlines.
- In fairness to those who complete work on time, a penalty of 25% will be assessed for each 24-hour an assignment is overdue; deductions will be prorated per hour an assignment is overdue. This penalty is taken off the top. The overdue clock will begin at the beginning of the class period that the assignment is due.

- Please pay attention to dates you are scheduled to give oral presentations; if you are unprepared on that day, the late penalty also applies.
- Please submit assignments in complete form; I will not accept incomplete assignments; the late penalty will apply and the entire assignment will be considered late.
- If you anticipate submitting work late, tell me in writing through an email through Canvas with an estimate of when you expect to submit the work. The late penalty will still apply.
- Note carefully the required page length for assignments. Your handouts should be informative and have sufficient white space to increase readability. For your final assignment, your reflective essay, one page is the equivalent of 250 words. More detail on page length is found in specific assignment descriptions.
- In some cases you will also share your work with the rest of the class by posting it in a designated discussion thread.

Cover Sheets:

- Attach a cover sheet to your assignments (including your COVID-19 Public Libraries Issue Panel Handout; Genre Fiction Panel Handout; Public Librarian Interview Transcript; and Public Librarian Interview Reflective Essay) except for your weekly participation note. This is an unnumbered page at the beginning of your document. It is NOT a separate document. Provide this information in the upper left hand corner of the cover page: your name, the title of the assignment, and the date and time you submitted your work. Deductions (-5 points) will be made when cover sheets are missing. See the sample cover sheet document. PLSampleCoverSheet_F2020.docx
- Here is where you can find some advice on numbering your pages in MSWord. This will help you 'unnumber' your cover sheet. Note that if you indicate that your cover sheet is number "0" that is still a number!
- "Start page numbering later in your document": https://support.office.com/en-us/article/Start-page-numbering-later-in-your-document-c73e3d55-d722-4bd0-886e-0b0bd0eb3f02

Formal Presentations:

Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider: PresentationDeliveryChecklist_Fall2020.docx

Citing Sources and Style Manual:

- Be sure to cite sources you use in assignments. Use quotation marks or block quotations for direct quotes (five or more words used verbatim from a source and/or significant words or phrases). Credit sources when you paraphrase. FIVE POINTS WILL BE DEDUCTED FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM SOURCES WHEN SUCH SOURCES SHOULD BE CREDITED. THIS DEDUCTION IS MADE OFF THE TOP OF THE MAXIMUM CREDIT FOR AN ASSIGNMENT. At the same time, please do not overly rely on lengthy quotations.
- Similarly, unless otherwise noted, your work should be unique. If you work as a member of a team and there is an assignment based on that group work, your personal essays should be unique. Do not copy a team member's work or each team member will receive a deduction of five points for each sentence drawn from another essay.

- For citation style, use The Chicago Manual of Style (15th edition or 16th edition). Use the notes and bibliography system rather than the author-date system. It is a good idea to use a citation manager such as NoodleBib, EndNote, or Zotero. See the "NoodleTools (NoodleBib)/Cite Your Sources" section under the "for Students" area at lib.utexas.edu. You will also find the free Quick Guide to the Chicago Manual of Style at http://www.chicagomanualofstyle.org/tools_citationguide.html
- Document your use of your citation manual and your citation manual on each of your assignments. Lack of this citation would result in -1.0 deduction. Make sure that you provide a citation to your style manual: Chicago: The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010. See how to do this on the sample cover sheet: PLSampleCoverSheet_F2020.docx

Class Etiquette:

- Unless you are facing an emergency, kindly wait for the class break to send or receive text messages or phone calls. Please place your phone on silent mode during class.
- Class participation is encouraged and important, but please do not engage in side conversations during class time especially when other students are presenting. Please save this for breaks or outside of class.
- Please save your snacking/eating for class break or after class.
- It might be better to use a head set/ear buds during class as this will cut down on background noises.
- Please mute yourself in our Zoom classroom until you speak.
- Remember that we will see each other in our Zoom classroom---so just be mindful of what you want everyone to see.

Group Work:

- Group work will largely be limited to work in class and to conversations on the Canvas discussion threads. Be a responsible team member: take initiative, collaborate, and follow through with correspondence and negotiated work.
- Here is an article I co-wrote with an iSchool alumna on working on class assignments with others.

Roy, Loriene, and Sarah E. Williams. "Reference Education: A Test Bed for Collaborative Learning." The Reference Librarian 55, no. 4 (2014): 368-374. RoyWilliamsGroupWork (1).pdf

Please treat any client with respect. This includes providing the client with advance notice regarding input on class work and reducing their burden of compliance with the class assignments. Communication with clients should be fair and accurate; please copy me in your communication.

Incompletes:

I will NOT give a grade of incomplete except in extremely exceptional circumstances of a nonacademic nature. Generally, an incomplete is given only if you cannot finish the last assignment due to illness or a family emergency.

Drops:

Consider dropping the class if the quality of your work indicates that they will receive a C grade or lower. Please keep track of the points you earn in your assignments. While you have until the last class day at the University to submit a drop form, you will want to do this earlier.

Credit/No Credit:

If you enroll in the class on a credit/no credit basis you must still complete all assignments and receive the equivalent of a B as a final grade. Note that courses taken on a credit/no credit basis do not count toward the 36 (minimum) credit hours needed for the MSIS degree.

Conditional or Probational Status:

You may tell me if you are on conditional or probational status and 'need' to make an A grade in the class. I can attempt to provide additional encouragement to assist you.

University Resources for Students

University of Texas Libraries:

Your essential source for information! Take a look at the databases. http://www.lib.utexas.edu/ (Links to an external site.)

Accessible, Inclusive, and Compliant Statement:

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: http://diversity.utexas.edu/disability/ (Links to an external site.). If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so that you and I can discuss your approved accommodations.

Writing support through UT-Austin:

You might be interested in availing yourself of the services of the University Writing Center. For more information, check: http://uwc.utexas.edu

Counseling and Mental Health Center:

UT offers resources to support you during difficult times. Check out the counseling and mental health center resources here: https://cmhc.utexas.edu/

Behavior Concerns Advice Line:

UT-Austin's Campus Safety & Security offers the "Behavior Concerns Advice Line (BCAL) service. For more information see Link or call 512-232-5050.

Personal or Family Emergencies (Student Emergency Services (SES):

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact Student Emergency Services in the Office of the Dean of

Students. As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation. https://deanofstudents.utexas.edu/emergency/

CARES Act Emergency Assistance:

UT has received funds under the Coronavirus Aid, Relief and Economic Security (CARES) Act. If you need financial assistance, check this page for more information: https://onestop.utexas.edu/cares-act-faq/

COVID-19 Response and Testing for the Fall 2020 Semester:

Find details here: https://president.utexas.edu/messages-speeches-2020/covid-19-testing-for-fall-semester

Find more information at Protect Texas Together: https://protect.utexas.edu/

University Policies

UT Honor Code and Academic Integrity:

- Please adhere to the University Honor Code. "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."
- For information about plagiarism, see the link to "A Brief Guide to Avoiding Plagiarism" (http://www.utexas.edu/cola/centers/cwgs/_files/pdf-4/ai2012.pdf.
- Review UT-Austin's information about Academic Integrity: Link
- "A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:
- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student."

Our University President invites us to Make the Commitment to Protect Texas Together, a voluntary code of conduct and a statement of shared purpose: https://utexas.qualtrics.com/jfe/form/SV_3O5JDgd5O2vgY7z

Bias incidents and Title IX:

"Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions,

or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors."

Use of E-mail for Official Correspondence to Students:

UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy

Religious Holy Days:

The UT-Austin Office of the Registrar provides this additional information about absences due to a religious holy day: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. (https://registrar.utexas.edu/schedules/179/terms) Link

Student Bereavement Policy:

The UT-Austin Student Bereavement Policy passed on 13 July 2020. A brief summary of this policy as reported in the Brief Minutes of the July 2020 Faculty Meeting reads: "The new policy states that students will be provided a minimum of three days of excused absences for the loss of family members and loved ones, and one day for classmates. In response to a question from the June 15 Faculty Council meeting, the proposal now clarifies that Saturday does count as a possible class day. To secure bereavement leave, a student would file an absence request with Student Emergency Services (SES), which would then reach out to the student's instructors about the absence dates." See a copy of the proposed legislation here: D 18282-18284 Student Bereavement Policy.pdf

Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings:

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Grading

(Note: details on any one assignment are provided, below. Just scroll down. You can find the same content under "Assignments.")

Grades will be based on:

- COVID-19 and Public Libraries Issue Panel Presentation: 100 points
- COVID-19 and Public Libraries Issue Panel Handout: 100 points
- Genre Fiction Panel Presentation: 100 points
- Genre Fiction Panel Handout: 100 points
- Public Librarian Interview Transcript: 100 points
- Public Librarian Interview Reflective Essay: 150 points
- Attendance and Participation: 120 points
- Total: 770 points

No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester.

Grade Calculations

95-100% = A; 90-94.9% = A-; 87-89.9% = B+; 83-86.9 % = B; 80-82.9 % = B-; 77-79.9 % = C+; 73-76.9% = C; 70-72.9% = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 601[points receive a grade of B+. I neither grade on a curve nor use a "quota system." It is a rough rule of thumb that in elective graduate courses in this department there will be one A awarded for every three B's. Remember that you can check the points you receive for individual assignments on Canvas and your final grade online.

Tentative Course Schedule

**This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Scroll down to see details about assignments. These details are also available under "Assignments."

Week 1 (Aug. 31): **Welcome to the Class!**

We Will Cover:

- Overview of the class: syllabus, especially our schedule and assignments.
- Discussion: What is a public library?
- If we have time we will look at: Public Library History_F2020.pptx
- SIGN UP: for COVID-19 Public Library Issues Panels.

- Here is a preliminary list of some possible panel topics. Identify 2-3 possible topics and sign up.
- COVID-19 Public Library Issues Panel SignUp List_F2020.docx
- Complete and upload the Genre Reading Quiz by next Monday (week 2). GenreQuizFirstDay_F2020.docx
- Read soon after class:

Students Will:

- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 2 (Sept. 7): **Labor Day. We Do Not Meet**!

Week 3 (Sept. 14): **Honoring Our Foundation; Considering Our Purpose**

We Will Cover:

- A brief recap of your assignments. Questions?
    - o Genre Fiction Panel SignUp List_F2020.
- Public library history.
    - o Public library purpose, goals, objectives: standards.
    - o Public Library History_F2020.pptx
- State Library Agencies.
    - o FedStates in PLs_F2020.pptx
- Consider these questions as you complete the readings. What is the underbelly of PL history? Is it an 'uneven' history? (Aberg-Riger; Blackemore)

Students Will:

- Contribute to discussion of public library history and the mission of the public library.
- Discuss non-graded Genre Reading Quiz. GenreQuizFirstDay_F2020.docx
- Read for today:
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 4 (Sept. 21): Planning and Organizing

We Will Cover:

- Standards. (return briefly to: Public Library History_F2020.pptx
- Multitype systems and library cooperation: lecture and discussion. Library Systems_F2020.pptx
- Legal basis. Legal Basis of Public Libraries_F2020.pptx
- Public library administrative organization models. PubLib Organization_F2020.pptx
- **Consider these questions as you complete the readings**.
    - o How are PLs established?
    - o How might a PL measure how well it is doing in serving its community?
    - o How are PL organized to accomplish its many tasks?
    - o How might we measure the impact of a PL?

Students Will:

- Read for today:
- In-class activity: Project Outcome Service Response Definitions.docx; Project Outcome Match the Service Response.docx
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 5 (Sept. 28): COVID-19 Public Libraries Issues Panel

We Will:

- Attend all COVID-19 Public Libraries Issues Panel presentations and ask appropriate questions.
- View students' COVID-19 Public Libraries Issues Panel Handouts during class.
- Review the assignment description; scroll down in the syllabus.

Students Will:

- Upload your COVID-19 Public Library Issues Panel Handout in the grading area before class. HandoutEvalSheet COVID-19 Public Library Issues Panel 2020.docx
- Upload your PowerPoint slides in the grading area before class. COVID-19 Public Library Issues Panel_Presentation_Eval Sheet F2020.docx
- Present your COVID-19 Public Libraries Issues Panel contribution during class. COVID-19 Public Library Issues Panel_Presentation_Eval Sheet F2020.docx
- Show your PowerPoint slides during your presentation in class. COVID-19 Public Library Issues Panel_Presentation_Eval Sheet F2020.docx
- Point out/summarize your COVID-19 Public Library Issues Panel Handout during your presentation in class. COVID-19 Public Library Issues Panel_Presentation_Eval Sheet F2020.docx
- HandoutEvalSheet COVID-19 Public Library Issues Panel 2020.docx
- Share your COVID-19 Public Library Issues Panel Handout with the class in the discussion thread within 24 hours after your presentation in class. HandoutEvalSheet COVID-19 Public Library Issues Panel 2020.docx
- Submit your self evaluation within 24 hours of your presentation. SelfEvalForm_F2020.docx Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 6 (Oct. 5): Leading and Serving

We Will Cover:

- Library directors.
  - Public Library Directors_F2020.pptx
  - PersonnelHumanResources_F2020.pptx
- Local government and library boards. PLtrustees_F2020.pptx
- Consider these questions as you complete the readings.

Students Will:

- Contribute to discussion of the public library director.
- Complete in class: Check list of Prospective Supervisors.docx
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 7 (Oct. 12): Support: Advice, Consulting, and Funding

We Will Cover:

- Financial basis, including fundraising.
  - PLFunding_F2020.pptx
  - Financial Basis II_F2020.pptx
    - If there is time: Grants to Public Libraries.pptx
- Budgeting and other reporting activities.
- Consider these questions as you complete the readings.

Students Will:

- Read for today:
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 8 (Oct. 19): Services to Users: The Variety of Public Services: What We Do In Response To and In Anticipation of Patron Need

We Will Cover:

- User clientele. PLUsers_F2020.pptx
- User services. UserServices_F2020.pptx
- Consider these questions as you complete the readings.

Students Will:

- Contribute to the discussion of public library service.
- Participate in collection development activity. CollectionValues-Fall2020.docx
- Read for today:
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 9 (Oct. 26): Sharing and Placing What We Do: Library Advocacy

We Will Cover:

- MarketingAdvocacy_F2020.pptx
- Consider these questions as you complete the readings.

Students Will:

- Contribute to the discussion of public library marketing/advocacy.
- Read for today:
- In-class activity: Media Interview In Class Exercise.docx
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 10 (Nov. 2): "Never Apologize For Your Reading Tastes." (Betty Rosenberg): Genre Fiction Panel Presentations

We Will Cover:

- Attend all Genre Fiction Panel presentations and ask appropriate questions.
- View students' Genre Fiction Panel Handouts during class.
- Review the assignment description; scroll down in the syllabus.

Students Will:

- Upload your Genre Fiction Panel Handout in the grading area before class. HandoutEvalSheet Genre Fiction Panel 2020.docx
- Present your Genre Fiction Panel Panel contribution during class. Genre Fiction Panel_Presentation_Eval Sheet F2020.docx
- Share your Handout out and guide us through it during your presentation, providing commentary about your search and the sources. HandoutEvalSheet Genre Fiction Panel 2020.docx
- Share your Genre Fiction Panel Handout with the class in the discussion thread within 24 hours after your presentation in class. HandoutEvalSheet Genre Fiction Panel 2020.docx
- Submit your self evaluation within 24 hours of your presentation. SelfEvalForm_F2020.docx
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 11 (Nov. 9): Public Library Architecture

We Will Cover:

- LibraryArchitecture_F2020.pptx
- Consider these questions as you complete the readings.

Students Will:

- Contribute to the discussion of public library architecture.
- Read for today:
- Prepare for next week's discussion on international public librarianship:
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 12 (Nov. 16): International Public Librarianship

We Will Cover:

- Background on international public libraries.
- Consider these questions as you complete the readings.

Students Will:

- Share your profile of a public library outside of the United States. We will likely want to see a website featuring this library.
- Read for today:
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Week 13 (Nov. 23): Public Librarian Interview Transcript and Reflective Essay; Into the Future

We Will Cover:

- Your reports on your interviews!
- Recognizing the Best!_2020.pptx
- Discussion of the public library of the future.
- Summary.
- Consider these questions as you complete the readings.

Students Will:

- Deliver oral reports on your public librarian interview based on their transcripts. 2020_Transcript & Interview _EvalFormInterview.docx
- Read for today:
- Participate in the Future of the Public Library: Small Group activity.
  - Instructions: The Future of the Public Library_Instructions_F2020.docx
  - Future scenarios: Public Library Futures Rev F2020.docx
  - PL settings:
- Upload your Public Library Interview Transcript in the grading area by the end of class. 2020_Transcript & Interview _EvalFormInterview.docx
- Submit a weekly participation note by 6 p.m. the day after our Zoom class.

Deadline for Submitting: Public Librarian Interview Reflective Essay

- Monday, 30 November, 6 p.m. (Unless this is an official UT-Austin 'dead day.' If this is a dead day, then the essay is due on the first day after the official dead day(s). 2020_Transcript & Interview _EvalFormInterview.docx
- Submit your self evaluation within 24 hours of submitting your Public Librarian Interview Reflective Essay. SelfEvalForm_F2020.docx

Assignment Descriptions

COVID-19 Public Library Issues Panel and COVID-19 Public Library Issues Panel Handout

*The purpose of this assignment is to share details, cases, issues, and questions related to how public librarians and libraries are responding to the COVID-19 pandemic.

Genre Fiction Panel Presentation and Genre Fiction Panel Handout

*The purpose of this assignment is to gain familiarity of adult reading tastes and to share how to acquire materials for adult readers and how to provide library services to support readers of a specific genre.

Public Librarian Interview Transcript and Reflective Essay

*The purpose of this assignment is to provide you with an opportunity to learn from and connect with an experienced public librarian.

Participation Documented through a Required Weekly Participation Note

*The purpose of this assignment is to help develop and sustain our community of learners and encourage the attributes of socialization and support.