COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor: Seavey

COURSE DESCRIPTION:

"Practice and Administration" A tall order, to be sure. According to SIRLS directives about this course: "Focuses on issues related to the management of information resources, services, organizations, and environments, with an emphasis on planning, evaluating, and strategizing." I think we can manage that.

In one sense no course can ever be quite the same as working in a public library. That being said every public library is a different experience. No two communities are the same, no set of users is the same, and practice varies wildly from library to library. What I am aiming at here is things about which you will have to think as professional librarians potentially running your own library, or participating in a management team running one. This is truly a case of "Context is Everything" (one of the professor's maxims about libraryland.)

COURSE OBJECTIVES:

YOU NEED TO EDIT THE NEXT SENTENCE (CUTTING OUT THE COMPETENCIES WHICH DO NOT APPLY) AND ALSO CUT OUT THIS SENTENCE. Successful completion of this course will help students achieve the A3, C8, C10 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the semester, students will be able to: understand the history and role of the public library in a democratic society. The societal, legal, and professional context in which the PL operates, and some of the current problems facing the institution.

REQUIRED COURSE MATERIALS:

The text for the course will be Introduction to Public Librarianship, (New York : Neal-Schuman Publishers, ©2004) by Kathleen de la Peña McCook. As of this writing there are used copies on Amazon, which is where I recommend making your purchase. Do not pay more than the new list price of $65.00. Some book dealers have some nerve. For reasons I will not get into in print I am not ordering through the UA bookstore.

Other readings will all be online, either in a database available through the UofA library at http://www.library.arizona.edu/search/articles/, or http://sabio.arizona.edu or simply floating on the web.

Electronic resources you should either sign up for, or bookmark, as we will be paying a lot of attention to current thinking in public libraryland:

http://www.pla.org/ala/mgrps/divs/pla/index.cfm (main PLA page)
http://plablog.org/ (PLA Blog)
http://lists.webjunction.org/publib/ (PUBLIB email discussion list)
http://www.unshelved.com/ (daily library comic)
http://www.lisnews.org/ (library news page- covers all kinds)
We will introduce other electronic places to visit as the course develops.

**COURSE REQUIREMENTS:**

Requirements and Such

There will be two papers assigned and due during the semester. There will be a final exam. The papers are explained, at length, below. See the schedule below for due dates. Everything but the final will be due while class is in session.

Grading Students will be evaluated on the following:
- The context paper 40%
- The Two Thirds Paper/Exam: 20%
- The Final Exam: 30%
- Class Participation: 10%. By this I mean informed conversation on the discussion board. Simply saying "I agree" to somebody else's post is not informed conversation.

All material will be graded on a numerical basis. The following standards apply in assigning final grades:

- A= 90-
- B= 80-89
- C= 70-79

Numerical scores are not rounded up when computing grades.

A word on grading.

This is graduate school. Simply doing the work on time in a reasonable fashion earns a grade of "B." The grade of "A" is reserved for work that shows evidence of going beyond the mere requirements of completing the assignment. In graduate school a grade of C is basically a failure. Critical thinking is a must. Please pay attention to the instructions on submitting papers in electronic format down below. My tolerance level for ignoring these instructions is considerably less than it used to be. Participation in class discussion sessions is essential.

**Requirements**

The Context Paper.

The first chunk of the course deals, as you have doubtless noticed, with the context in which a public library has to operate. There are two parts to the assignment. I have established on the D2L Discussion Board, a "Student Forum." I will not look at the Student Forum under any circumstances. The first part of the assignment involves the class working out six questions to be asked of a public library director (or maybe branch head- we'll see how jammed up things get at the director level.) The questions must address the contextual issues raised in the first part of the course. After the class comes up with the six questions, you will submit them to me and I will say yes, no, maybe, depending on what you come up with. For the second part of the exercise each student, as an individual will find a director, or branch head, and interview them using the six questions posed by the entire class. And by interview, I mean F2F, not by email. All six questions must answered. Given the answers received you will then tell me:

1. How did the answers differ from your expectations?
2. Do what extent do contextual issues affect service?
3. Would you work with the same restrictions?
4. Any further thoughts on the topic?

The Two Thirds Exam/Paper

Or, the course up to now. This is basically a series of short essay answers to topics suggested by the course thus far. As usual I am looking for critical thinking and analysis of what you see, not just a reporting of facts. What does it all mean?

The Final

The final exam will be due during exam week- I'll post it with the last class. It will cover the whole semester.
COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona [Code of Academic Integrity](#). 'The guiding principle of academic integrity is that a student's submitted work must be the student’s own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a [Disability Resource Center](#). If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

<Put your own material for the stuff in red>

- **How to submit your assignments**: How do you want students to submit assignments? Do you want them to include any particular identifying information on their assignments? Will assignments be returned to them, or will they just see a posted grade? Anything else that they’d need to know?

- **Assignment due dates**: Since the Course Schedule section (above) will spell out specific due dates, this section is used to describe any late penalties and any particulars about exactly when items are due (e.g. "Surface-mailed assignments must be postmarked no later than the stated due date.")

- **Writing style**: Are students supposed to use any particular writing style, such as APA or Chicago Manual? Are there any on-line writing resources that might be helpful to your students as they prepare their assignments? What if English is not their native tongue...is help available to them?

- **Late Policy**

Incompletes

The current Catalog reads

> The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

Grading Students will be evaluated on the following:

- The context paper 40%
- The Two Thirds Paper/Exam: 20%
- The Final Exam: 30%
- Class Participation: 10%. By this I mean informed conversation on the discussion board. Simply saying "I agree" to somebody else's post is not informed conversation.

All material will be graded on a numerical basis. The following standards apply in assigning final grades:

- A= 90-
- B= 80-89
- C= 70-79
Numerical scores are not rounded up when computing grades.

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Charley Seavey

seavey@email.arizona.edu

on Skype: Desert11sailor

Attachment Size

| SyllabusS11.html | 22.58 KB |

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School of Information Resources & Library Science, The University of Arizona, 1515 East First Street, Tucson, AZ 85719 U.S.A. Tel: (520) 621-3565 E-mail: sirls@email.arizona.edu

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