WEEK ONE - January 25
Defining the public library and its users

WEEK TWO - February 1
History of public library
Organizational structures and design
Examine a web site from 3 public libraries in the states assigned to you; be prepared to
discuss the range of services offered and the organization, structure and mission of the Library
to the extend possible from the information on the web page.
Readings:

WEEK THREE - February 8
Governance and public participation
Readings:
pp56-58
“The Case for Consolidation:  Our 19th Century Model of Governance Is a Formula for
Mediocrity” by Saul Amdursky. Library Journal. February 1, 2004  pp 38-40

WEEK FOUR - February 15
Human resources and staffing issues
Professional development
Readings:
Visit the web site of a professional library association; be prepared to discuss the
potential value of the association to a public library staff person.
Readings:
May, 2003 pp 58-59
“Can Unions Solve the Low-Pay Dilemma?” American Libraries. January, 2002 pp 65-
69

WEEK FIVE -February 22
Fiscal management
Fundraising
Readings:
“Grateful Recipients: Library Staff as Active Participants in Fund-Raising” by Anne Ruggiero and Julia Zimmerman. Library Administration and Management. Summer 2004 pp. 140-145

WEEK SIX - March 1
Marketing, planning and evaluation of services
Partnerships and networks
Readings:

WEEK SEVEN -March 8
Political and social concerns
Readings:

WEEK EIGHT -March 15
Age-level Services
Reference
Reader's advisory
Programming
Bibliographic instruction
Speak to a staff member who works in a children’s, adult or young adult department in a public library. Ask him or her what is the best aspect of the job, the worst aspect and the biggest challenge. Be prepared to discuss in class.
Examine a calendar of events (print or on-line) from a large branch in a public library. Be prepared to discuss in class the range of programs offered.
Readings:

WEEK NINE -March 29
Facilities management and design
Library as place
Visit a public library. Write a one-page report on the design features that you find particularly effective and/or particularly ineffective. See assignment for Week Ten.
Readings:
“How to Become a Great Public Space” by Margaret Bartlett. American Libraries. April 2003 pp72-76
“The Library as Place” by Emily Ranseen. Library Administration and Management. Fall, 2002 p. 203-205
“Let’s Go to the Mall” by Donna Gordon Blankinship Library Journal Feb. 1, 2005 pp. 44-47

WEEK TEN -April 5
Customer service
Other policies and procedures
Other management issues
What observations regarding customer service and/or policies and procedures did you make during your visit to a public library? Be prepared to discuss in class.
Readings:

WEEK ELEVEN -April 12
Intellectual freedom and equity of access
Federal, state and local legislation and national policies
Visit the ALA web site (www.ala.org) to view information about the ALA Washington Office. Read about at least one national issue on the site.

Readings:
“Why Filters Won’t Protect Children or Adults” by Nancy Kranik *Library Administration and Management* Winter 2004 pp 14-18

WEEK TWELVE -April 19
Challenges and opportunities of technology

WEEK THIRTEEN -April 26
Collection development
Book Reports due

WEEK FOURTEEN - May 3
State role in public libraries
Future of the public library
Readings: To be announced

WEEK FIFTEEN - May 10
Final reports due

Notes
For each reading, prepare and hand in notes about the reading in which you identify at least one insight learned from the reading. If you are unable to find the reading(s) for the week, you may substitute a reading of your choice on the subject of the assigned reading. You may choose another journal article or a chapter from a professional book.
Grading

The course will combine lecture, discussion, oral presentations, writing assignments and a final project. The overall grade will be based on the following with loss of credit for failure to meet deadlines. Students should inform the instructor in advance of class if unable to attend and arrangements will be made for turning in assignments.

Note Cards 20%
Class Discussion 30%
Book Report 20%
Final project 30%

Attendance

Since class discussions account for 30% of the grade, attendance is critical as is participation in class discussions. If students miss more than two classes or fail to participate in discussions, his or her grade for the course will be negatively impacted in proportion to their absences and lack of participation.

Honor Pledge

The University of Maryland and CLIS adhere to a strict policy of academic integrity. All exams, papers, and assignments (unless specifically instructed) turned in by students should include the signed, handwritten honor pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Accommodations for Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the Department Chair and Disability Support Services (314-7682). DSS will make arrangements with the student to determine and implement appropriate academic accommodations.

Religious Observance: Attendance and Academic Assignments

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. Every feasible effort will be made to accommodate students' requests based on attendance of religious observances.


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PUBLIC LIBRARY SEMINAR
LBSC 724
Reading Assignment

Read one of the selections above and write a paper analyzing the book and outlining how it can be related to public libraries. The assignment is due April 26.


2003.


The Dance of Change: the Challenges to Sustaining Momentum in Learning Organizations: A Fifth Discipline Resource. Doubleday, 1999. (Must be read with Outlearning the Wolves.)


Hutcheson, David. Outlearning the Wolves: Surviving and Thriving in a Learning Organization, Pegasus Communications, 2000. (Must be read with The Dance of Change.)


Kroeger, Otto. Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job. 2002

Leadership and Self Deception: Getting out of the Box. Arbinger Institute, 2002


Maurer, Rick. Why Don’t You Want What I Want: How to Win Support for Your Ideas Without Hard Sell, Manipulation, or Power Plays. Bard Press, 2002. (Must be read with Fish!)


