Foundations of Library Service
Lincoln Trail Libraries System
2010 Syllabus

Course: Foundations of Library Service
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Course dates: July 13, 16, 20, 23, 27, 30 – 1:00 p.m. – 3:00 p.m. CST
Repeated: Sept. 21, 24, 28 and Oct. 1, 5, 8 – 1:00 p.m. – 3:00 p.m. CST

Course Description: This course covers competencies that are fundamental to understanding the mission and roles of libraries. These competencies cover the ethics, values, and governance of libraries, and the basic knowledge needed for all positions in a library.

Course Objectives:

- The mission and roles of a library in its community and the mission of libraries in general.
- The ethics and values of the profession, including an understanding of the Library Bill of Rights, the ALA Code of Ethics, Freedom of Information, Confidentiality of Library Records and privacy issues.
- The roles of Library Support Staff and other staff in libraries.
- The responsibilities of and the relationships among library departments or functional areas.
- Basic principles of:
  o reference and information services;
  o circulation, including interlibrary loan and collection maintenance;
  o current cataloging and classification systems;
  o acquisitions and collection development.
● How libraries are governed and funded and the place of libraries within organizations or government structures.
● The value of cooperating with other libraries to enhance services.
● The value of participating in professional development opportunities, including certification, continuing education, staff development and professional associations.
● Practice quality customer service.
● Communicate and promote the library's values and services to staff, volunteers, users and the community.
● Recognize and respond to diversity in user needs and preferences for resources and services.

**Textbook:**

**Technology Requirements:**
Lincoln Trail Libraries System will be using a variety of technology tools in order to support this class. Since the course is entirely online, the LTLS team wants to incorporate a variety of experiences for the student. This will provide an added benefit, as students will gain an understanding of some of the options for education through a variety of training forums. The tools to be used are as follows:

**Computers:** Students will need to have access to a computer with broadband internet, speakers or headset, and a microphone as well as good computer skills. Some of the software will require sign ups and downloads.

**Adobe Connect:** Adobe Connect is a web conferencing and meeting tool that LTLS currently uses and we will continue to use that for the Foundations class. For synchronous class time, students will be given a link to an LTLS Adobe Connect session. During these sessions, our instructors will use a presentation style teaching, but all students must have headset/speakers and a microphone for discussion, so that questions can be asked. Sessions will be recorded and archived in order for students to review any content during the course. Adobe Connect works with both Windows and Macintosh operating systems.
Other Software: Blogs, Email, Instant Message, Skype and Tiny Chat may also be utilized in the class structure. All of these are “freely” available but may require download of software to the student’s computer. LTLS will have orientation to the technology utilized during the first class.

All assignments will be e-mailed to ce@lincolntrail.info.
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July 13, 2010: Orientation to Foundations of Library Service
September 21, 2010: Repeated

Class Overview:
The objective for this session is for all students to understand the goals, activities, and expectations of the entire course and also provide a brief overview of what will be covered in succeeding classes. Instructors will introduce themselves and provide background information. Students will also learn about each other’s background and interests.

In addition, students will have an opportunity to view and have a virtual tour of all of the tools that will be used during this online course. Because LTLS will be using a variety of technology tools to support this class, these tools will be demonstrated and discussed during this first session:

- Class Blog - where information on the class, assignments, readings, will be exchanged.
- Adobe Connect – a web conferencing and meeting tool that LTLS will use for the class presentations.

Instruction Method: Online Instructor lead presentation; Student presentation; Discussion

Class Agenda
- Introduction of instructors
- 5 minute introductions by students
- Brief review of the class
- Virtual tour of technologies

Instructors: TBD
**Pre-Assignment:** Be prepared to give a 5-minute introduction about yourself, what you currently do, why you are taking this class and a story that tells the class a little about you.

**Required Readings**

Read 2 – 3 short articles from the textbook, (not the assigned articles) which interest you.

Class Overview:
This session will focus on:

- Understanding the mission and how today’s libraries use a ‘mission statement’ to define their role in the community, and
- Governance and funding of libraries, which will create an understanding of the place of libraries within larger organizations.

Instruction Method: Online Instructor lead presentation; Discussion

Class Agenda:
- Roles and significance of libraries
- Mission Statement
- Governance Model for US academic and public libraries
- Funding sources for US academic and public libraries
- Advisory Boards and Governing Bodies

Instructors: TBD
**Pre-Assignment:** Visit a public library and an academic library and come prepared to discuss what you observed about the roles the library supports in their community.

**Follow-up Assignment:** Complete both of the following activities.

Find 2 or 3 mission statements and post those to the class discussion list. Each student should look at all the posted statements and make a statement about something you like and something that needs improvement based on the class discussion of what is a “good mission statement.”

How is your library governed and funded? Write a paragraph about each element and what you think is good about the governance and what could be improved and what is good about the funding and what could be improved.

**Required Readings**


**Optional Readings**


<http://il.webjunction.org/projectmanagement/articles/content/453382>.


July 20, 2010: Ethics, Values, and Library Cooperation
September 28, 2010: Repeated

Class Overview:
This class session will provide the ethical and value framework for U.S. libraries and explore the value of cooperating with other libraries as a way to enhance services.

Instruction Method: Online Instructor lead presentation; Discussion.

Class Agenda:
Ethics & Values
- Ethical responsibilities of being a staff member
- Where to find information about ethics laws and policies
- Applying ethics in daily work

Cooperation
- History of cooperative library service
- Benefits of cooperation
- Discussion of cooperative efforts in libraries

Instructors: TBD
Pre-Assignment:
Read the required readings and come to class prepared to discuss ethical issues that you have observed in your library or read about in the news.

Follow-up Assignment: Complete both of the following activities.
Post and participate in the discussion forum on how to improve the cooperative activities of the case study that is described. Each person should post several times and add ideas and thoughts about the information described.

Imagine an ethical situation in which you don’t personally agree with the library’s position. Write a 1-2 page paper describing how you would handle the conflict.

Required Readings


Optional Readings


Resources:

- FOIA Reference Guide
- First Amendment Issues
  http://www.freedominlibraries.org/Resources.aspx
- Bill of Rights
  http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm
  http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/default.cfm
- ALA Freedom to Read Statement
  http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm
- ALA Code of Ethics
  http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm
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July 23, 2010: Basic Principles of Core Library Services
October 1, 2010: Repeated

Class Overview:
This class will be an instructor-led discussion on reference services and information management, including a broad overview of how information is collected, organized, and processed once owned by libraries.

Instruction Method: Online Instructor lead presentation; Discussion

Class Agenda:
Reference Services
- Basic principles of reference and information services

Organization of Library Collections
- Basic principles of acquisitions and collection development
- Basic principles of circulation, including interlibrary loan and collection maintenance
- Basic principles of current cataloging and classification systems

Instructors: TBD
Pre-Assignment: View the following videos: [http://www.youtube.com/watch?v=NiacslIGd8g](http://www.youtube.com/watch?v=NiacslIGd8g) [http://www.youtube.com/watch?v=FEI5dYUEJ84](http://www.youtube.com/watch?v=FEI5dYUEJ84)

Follow-up Assignments:

Compare and contrast the library’s collection organization vs. a local bookstore and post your comments to the forum.

Describe your libraries method for acquiring materials in 1-2 pages.

Required Readings


Optional Readings


Spaulding, Tim, The Future of Library Cataloging (YouTube), http://www.youtube.com/watch?v=4genpc-DZs4

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July 27, 2010: Community Diversity and Customer Service
October 5, 2010: Repeated

Class Overview:
This session will cover community diversity and customer service and how the two are intertwined with each other. Students will learn how to practice quality customer service, communicate and promote the library’s values and services to staff, volunteer users, and the community, and recognize and respond to diversity in user needs.

To understand great customer service, you must understand the community you serve.

Instruction Method: Online Instructor lead presentation; Discussion

Class Agenda:

Community Diversity

● Discussion of the “What is Inclusion” videos.
● Discussion/participation of the handout, “Our Many Cultures”
● View video ‘Creating More Inclusive Libraries – Session II-A and discuss the content and reaction.
● Discussion of the handout, “Who Aren’t We Reaching”.
● View video ‘Creating More Inclusive Libraries – Session II-B and discuss the content and reaction.
● Discussion of the handout, “Exclusive and Inclusive Behaviors”.

Customer Service

● Customer service models
● Telephone email, IM etc. etiquette
● Dealing with complaints
● Keeping a positive attitude
Communicating the Library Story

- Marketing methods
- Defining the audience
- Outreach tools
- Creating and understanding stories (Participatory Librarianship)
- Library Advocacy

Instructors: TBD
Pre-Assignment:
View all 4 videos at: http://www.librarydiversity.info/SessionOne.html

Section I-A  Section I-B
Section I-C  Section I-D

Follow-up Assignments:
View the remaining 2 videos (Session II-C and Session II-D)

How does your library address diversity? Use the handouts, “Audit Your Space”, “Your Expanding Collection, Displays & Classes”, and “Outreach”, as a basis for your questions, write a paper on how your library addresses the diversity of your community.

Visit a library close to you and evaluate the library on their customer service. Observe the following customer service aspects of your visit and write a report of your visit:

- Were you greeted when you entered the main library?
- Were you able to find things in the library (look at the signage for reference, bathrooms, circulation, etc.)?
- Were you able to ask a reference question? Was the answer useful?
- Did you find the library an appealing place to be?
- Did the staff seem approachable and friendly (smiles, etc.)?
- Did you notice any barriers (physical or otherwise) to finding needed information, or locating materials, or approaching staff for assistance?

Required Readings


**Optional Readings**


**Resources:**

Participatory Librarianship Starter Kit
http://ptbed.org/intro.php

Telling the Library Story Toolkit
http://www.statelibraryofiowa.org/ld/tell-library-story

WebJunction: Public Relations
http://www.webjunction.org/public-relations

WebJunction: Marketing
http://www.webjunction.org/marketing
Class Overview:

This session will cover an overview of library staff functional areas and the role of support staff. There will be content covering the role of professional associations and professional development and how this is an important component of each staff’s development actions. Library support staff will understand the value of participating in these professional development opportunities.

Instruction Method: Online Instructor lead presentation; Discussion

Class Agenda:

- The role of library support staff and other staff in libraries
- The responsibilities and relationships between library departments and/or functional areas
- The value of participating in professional development opportunities, including certification, continuing education, and professional organizations.

Instructors: TBD
**Pre-Assignment:** Develop an organizational chart for your library, or a similar institution, identifying functional areas and staffing, as well as chain of command.

**Follow-up Assignment:** Complete the following activities.

Visit the web sites of one national library association and one state or regional library association and locate information about the various constituent organizations, such as interest groups, divisions, round tables or other sub-groups within the association. For each of the 2 associations (one national and one state or regional) you selected, identify at least one sub-unit (division, round-table, interest group, etc.) that is of interest to you. On the course discussion forum, write a short post to let other class participants know which association and which sub-group you selected, and provide links to the web pages.

Identify and join or subscribe to at least one library job-related listserv or blog. You may choose to join or receive the list or blog in any way you prefer -- email or via RSS subscription. Then write a post on the course discussion forum telling the other class participants which list or blog you selected and why. Your post should include a description of the scope and purpose of the list or blog and information how to subscribe. Select one post from your selected list or blog that raises a substantial issue of interest to you. On the course discussion forum, write a brief summary of the post you selected, the issue(s) it raises, and your reaction to it. (approximately 300 words). On the course discussion forum, read the entries posted by all your classmates in response to #3 above, and write a brief reply to each.

**Required Readings**


Optional Readings


Resources

ALA - List of support staff positions in libraries, http://www.ala.org/ala/educationcareers/careers/paths/listsupportstaff.cfm
ALA - Library Support Staff Interests Round Table (LSSIRT), http://www.ala.org/ala/mgrps/rts/lssirt/index.cfm
ALA Joblist, http://joblist.ala.org/
The top 50 librarian blogs, http://www.getdegrees.com/articles/career-resources/the-top-fifty-librarian-%20blogs/
Assessment Method:

Each assignment is worth 10% of your grade, with the exception of the two short assignments for the last session. These are worth 5% a piece.

Pre-Assignments and Class participation is worth 20%.

70% and higher = pass
70% and lower = fail
95% and higher = pass with distinction

All July assignments are due by August 6, 2010.
All September/October assignments are due by October 15, 2010.