

## **LIBR 576: Public Libraries – Course Syllabus (3)**

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

**Program:** MLIS

**Year:** Summer Session 2016

**Course Schedule:** Saturdays, 9:00 am to 4:00 pm

**Location:** IKBLC 461

**Instructor:** Faith Jones

**Office location:** SLAIS Adjunct Office

**Office phone:** 604-822-0051

**Office hours:** Saturday 4:00-5:00 pm

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**Connect:** <http://connect.ubc.ca>

### **Course Goal:**

The goal of this course is to enable students to contribute to the economic, social, and cultural progress of the community by preparing them for positions of responsibility in public libraries. More specifically, students will be able to describe general missions and values of public libraries, the environmental changes affecting those missions, and how those changes affect the current and future management of public libraries.

### **Course Objectives:**

Upon completion of this course students will be able to:

- Describe some of the key factors in the development of municipal and regional public libraries in Canada [1.4, 5.1]
- Name several core missions of public libraries and explain how service provision supports these missions [4.1]
- Explain the composition and governance responsibilities of both municipal and regional library boards [3.2, 5.2]
- Describe relationships between public libraries and different levels of government [3.2, 5.2]
- Describe and analyze public library legislation typically in place in Canadian provinces [3.2]
- List the various types of in-house statistics and other data that should be gathered and used for management purposes and demonstrate how these data inform library stakeholder relationships
- Identify the key economic, labour union, and supervisory elements present in Canadian public libraries [3.2, 5.1]
- Describe the leadership qualities possessed by effective public library managers [3.1, 3.2, 5.1]

### **Course Topics:**

- The changing role of public libraries in public perception and in practice.
- Provincial legislation mandating public libraries. Differences between municipal, regional, and other kinds of public libraries.
- Relationships with key library stakeholders including library boards, municipalities, volunteers, and the public.
- Relationships with staff and unions.
- The library building and the effects of library architecture, design, and fittings on library service and use.

- Going outside the library walls. Serving communities that are hard to reach, hard to serve, rapidly changing, and with needs beyond library capacity.
- Collections in the context of public tax money, community interests and expectations, and the limitations of space and scope.

### Prerequisites:

MLIS and Dual MAS/MLIS: completion of MLIS core; recommended co-requisite: 504

MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

### Format of the course:

Lectures, guest speakers, in-class group work, student presentations, discussion of readings.

### Required and Recommended Reading:

Required:

- BC Library Act: [http://www.bclaws.ca/civix/document/id/complete/statreg/96264\\_01](http://www.bclaws.ca/civix/document/id/complete/statreg/96264_01)
- Burnaby Public Library/CUPE 23 Collective Agreement: <http://cupe23.ca/files/2014/06/Library-Workers-Division-Collective-Agreement-2012-2015s.pdf>
- Lamonde, Yvan, McNally, Peter F., and Rotundo, Andrea, "Public Libraries and the Emergence of a Public Culture." In Lockhart Fleming, Patricia and Lamonde, Yvan, eds. *The History of the Book in Canada*, Vol. II (Toronto: University of Toronto Press, 2004-2007).
- Friskney, Janet B. "Case Study: The Canadian Free Library for the Blind." In Lockhart Fleming, Patricia and Lamonde, Yvan, eds. *The History of the Book in Canada*, Vol. II (Toronto: University of Toronto Press, 2004-2007).
- Schnitzer, Anna Ercoli and Rosenzweig, Merle. "Patrons' View of the Library of the Future." Chapter 10 of a forthcoming book.  
<https://deepblue.lib.umich.edu/bitstream/handle/2027.42/117410/Chapter%20Patrons%27%20View%20Final.pdf>
- Awful Library Books: <http://awfullibrarybooks.net/>

**Course Assignments**, Due dates and Weight in relation to final course mark. You only need to include a descriptive name, the weight of the assignment and the due date.

Assignment Name	Due Date	Weight
Library brand assignment	July 9	10%
Quiz: BC Library Act	July 16	10%
Collection development assignment	Aug 6	30%
Final presentation	August 13	40%
Class contribution • Please come with two questions or observations for each assigned reading	Throughout	10%

Course Schedule:

Date	Topic	Readings Due	Assignments Due
July 9	<ul style="list-style-type: none"> <li>• Course overview and introduction</li> <li>• The library brand</li> <li>• Legal and governmental structures of public libraries</li> </ul>	BC Library Act	Group Presentation: Library Brand (no pre-work required)

July 16	<ul style="list-style-type: none"> <li>• Governance of public libraries</li> <li>• Managing public library staff</li> </ul>	BPL/CUPE Collective Agreement	Quiz: Library Act
July 23	<ul style="list-style-type: none"> <li>• The mission(s) of public libraries</li> <li>• Serving the under-served</li> </ul>	Excerpts from <i>The History of the Book in Canada</i> , Vol. II	
July 30	<ul style="list-style-type: none"> <li>• Library facilities</li> <li>• Programs, volunteers, outreach, community development</li> </ul>	Schnitzer and Rosenzweig, "Patrons' Views..."	
August 6	<ul style="list-style-type: none"> <li>• Collection development</li> <li>• Patron relations</li> </ul>	Awful Library Books (blog)	Collection development assignment
August 13	<ul style="list-style-type: none"> <li>• Student final presentations</li> </ul>		Individual presentation

### Attendance:

Due to the highly-compressed nature of this semester and the volume of in-class work which affects grading, attendance is required in all class meetings, with exceptions only for personal, work, or family emergencies. Please inform me as soon as you know you will be away so we can make arrangements for work to be made up.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [SLAIS web site](#).

**Written & Spoken English Requirement:** Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.

**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [\[http://www.students.ubc.ca/access/drc.cfm\]](http://www.students.ubc.ca/access/drc.cfm). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: <http://www.universitycounsel.ubc.ca/policies/policy65.pdf> .

### Academic Integrity

#### Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," (<http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre <http://help.library.ubc.ca/researching/academic-integrity>. Additional information is available on the Connect site <http://connect.ubc.ca>.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

**Additional course information:**

I am happy to meet students in office hours listed above, or to arrange another time to meet. I am also happy to be contacted by email (see above) to answer questions and will endeavor to return your email within two days. However, please check this syllabus and other information in UBC Connect before contacting me with further questions.