

**School of Information Science, University of Pittsburgh**  
**Syllabus for LIS 2332: Resources and Services for Adults**  
**Fall 2012**

- Meeting time:** Thursdays, August 30 - December 13 (no class Nov. 22)  
3:00 - 5:50 pm in IS Building, Room 405
- Course delivery:** Courseweb (Blackboard), Panopto (video of class), Pitt email, face-to-face classroom
- Instructor bio:** Michele Leininger, currently a PhD student at the University of Pittsburgh, has been working in libraries since 1990. She received her MLS from the University of Pittsburgh in 1994 and has worked in libraries in North Dakota, Pennsylvania, New York, Iowa and Washington state. Most recently, she was the Information Experience Director at the Pierce County Library System (WA) in the Pacific Northwest.
- Contact:** [mal205@pitt.edu](mailto:mal205@pitt.edu), check office IS Bldg 601C, or by appointment
- Communication:** Courseweb (announcements and discussion boards), Pitt email

**General Class Information**

**Introduction:**

This course is geared toward students who plan to work with adults in a public library setting. After building knowledge about public libraries, the services they provide, and the communities they serve, the class will delve into a wide variety of services and resources that a public library might offer to its adult populations. The course will finish with a conversation about how to create services and community in the online environment.

**Learning Objectives:**

A student, upon successful completion of the class, will be able to:

- Identify and acquire the information and skills needed to be a public librarian who works with adult customers.
- Enumerate the variety of adult segments potentially found in the populations that public libraries serve and align them with appropriate services.
- Demonstrate research and presentation skills on reading genres.
- Explain a wide-ranging number of services and resources that may potentially be deployed for adults in a public library.
- Convert traditional in-library services and resources for adults to a virtual setting.
- Design a public library service for adults.

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**Class Resources:**

- American Library Association (ALA). <http://www.ala.org>
- Chicago Manual of Style Quick Guide. [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Fiction-L, an electronic discussion list for those interested in readers' advisory topics. <http://www.webrary.org/rs/fimenu.html>
- McCook, Kathleen de la Peña. 2011. Introduction to public librarianship. New York, NY: Neal-Schuman Publishers: Chapter 8, Adult Services. [PDF provided]
- Iread wiki (Readers' Advisory). <http://iread.pbworks.com>
- Pew Research Center's Internet & American Life Project: <http://www.pewinternet.org/>
- PubLib, an electronic discussion list for public librarians and those interested in public libraries. [http://www.webjunction.org/documents/webjunction/PubLib\\_Overview.html](http://www.webjunction.org/documents/webjunction/PubLib_Overview.html)
- Public Library Association (PLA), a division ALA. <http://www.ala.org/pla/>
- Purdue Online Writing Lab (OWL) Chicago Manual of Style. <https://owl.english.purdue.edu/owl/resource/717/01/>
- Reference and User Services (RUSA), a division ALA. <http://www.ala.org/rusa/>

**Classroom philosophy:**

The time we spend together classroom (both face-to-face and online) are opportunities for learning from each other. As the instructor, I view myself as a facilitator ~ of information to inform our discussions; of case studies and examples to help clarify our thinking; and of a healthy mix of foundational and practical information. This means I expect to be a learner as well and look forward to learning from you. It also means that there are no "correct" answers and not all services and solutions discussed in class will fit all public libraries, communities, and situations. Public libraries are dynamic and their context is always changing, which means this class will be the same.

So, what does this kind of environment need to succeed? It needs:

- **Preparation:** I expect all of us to spend the time necessary outside the classroom to get ready for weekly classes, including completing all assigned work in a timely fashion.
- **Engagement:** I expect all of us to spend the time necessary to understand the elements of the course to the best of our abilities. This means engagement of the raw materials of the class, spending time thinking about the readings, discussion, and assignments beyond checking it off a to-do list. It also means engaging each other in what we think and are learning, both in the classroom and online in Courseweb.
- **Participation:** I expect all of us to share what we have prepared and how we have engaged with the materials with each other in a professional manner. Again, this means both in the classroom and online in Courseweb.

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- **Partnership:** Ultimately, if we are all prepared, engage with the materials, share what we are thinking, and participate both in class and online, we will create a successful learning community and partnership that can last far beyond this semester.

It also needs an open environment that allows this level of engagement and participation where everyone feels safe to share ideas and opinions that may not be fully formed or may be different than everyone else's. To build this environment, we will create a list of group norms or ground rules the first week that we all will, then, abide by. I will start the list by contributing the first two rules:

- We will always assume positive intentions, particularly in the online environment. When we are not sure what the speaker or writer's intentions are, we will ask for clarification.
- We will always strive to communicate before it's too late to change or do something about the issue.

Finally, these are the concrete expectations I have for each of us:

- Be at each class or view each class, on time and prepared. If you are unable to attend a class or watch the class video before the next class, you will let me know ahead of time. Unexcused absences and more than one excused absence will affect your Participation and Engagement points. You are also responsible for knowing and understanding all information from the class you missed.
- Check Pitt email and Courseweb frequently for any changes, updates, and clarifications.
- Each class will begin and end on time.
- Each assignment will be done completely, as specified, and handed in by the deadline listed in each assignment.
- Assignments will be graded in a timely fashion and returned within two weeks after the due date.

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**Weekly Topics**

Date	Topic
August 30	Introduction to Resources and Services for Adults
September 6	Adults: Who are they and what do they need?
September 13	What is a library service?
September 20	The collection as a service
September 27	Collection-driven services
October 4	Information Services: Reference and information literacy
October 11	Information Services: Beyond reference and homework
October 18	Technology Services: Public access computing
October 25	Technology Services: Mobile devices
November 1	Learning Services: Classes and other learning support
November 8	Community services in the Library
November 15	Community services outside the Library
November 22	No class: Thanksgiving
November 29	Virtual Services: Creating a virtual branch
December 6	Virtual Services: Going mobile
December 13	Adult Services: Putting it all together

**Additional Information:**

Homework, such as readings and discussion board activities, will be posted in Courseweb after each class for the following week.

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**Assignments**

Information and Requirements:

- Assignments may change or be modified during the semester. Due dates will be changed accordingly as necessary to accommodate any changes or modifications.
- Follow all requirements for both content and formatting. Points will be deducted accordingly for not submitting assignments as directed.
- Spelling and grammatical errors are unacceptable. Written communication is important in the work environment and being able to present yourself professionally in writing is critical. Points will be deducted for any types of these errors.
- All assignments must have your name at the top or on the cover page.
- All assignments will be submitted as a PDF both to me and if you are posting the assignment online for your student-colleagues. This will assure each of us that our work is not inadvertently modified.
- With one exception, all assignments should be submitted in Courseweb before class begins on the day each is due.
- Use Chicago Manual Style as citation format.

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**Reflection Essays 1 and 2: What is Adult Services?**

Information: This assignment is a two-part assignment to be completed at the beginning and end of the term.

**Essay 1:** Write a brief essay describing what Services to Adults in public libraries means to you:

- Define Services to Adults, according to what it means you ~ no "official" definitions please!
- Explain why you signed up for the class.
- What topics interest you most and why.
- What you would like to learn over the course of the semester.

Due: Wednesday, September 5, 2012 by 5:00 PM EDT. [This gives you less than a week from the first class to the second and it must be submitted before the second class in order to get any points.]

Point value: 5 points

**Essay 2:** Reread your original essay from the first week of class and write a brief essay reflecting on what you wrote.

- How has your view of Services to Adults changed over the course of the semester?
- Did you learn what you had hoped to?
- Did you discover any new interests or find out more about what you were interested in initially?
- Name one item from your list of significant take-aways from this course; name one thing you would now like to know more about, wish we had covered, or wish we had spent more time on.

Due Date: Thursday, December 6, 2012 by 3:00 PM EST.

Point value: 5 points

Requirements:

- Each essay will be between 300-500 words, 12 pt type, single-spaced and free of spelling/grammatical errors.
- The second essay will include a copy of the original essay first with the second essay following it.
- The essays will be uploaded into Courseweb in the assignment section for a grade. You will also upload them to the appropriate discussion board thread to share with colleagues.
- Each student will read colleagues' essays and comment on them. [We will discuss the logistics of this in class.]

Grading: Full points will be given for addressing the four bullet points in each essay and meeting the requirements listed above. There is no grading rubric for these assignments.

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**Group Presentation: Genre Talk**

Information: The class will be divided up into 8 groups, each group focusing on a particular genre or genres. Each person is required to present a part and the content will include the following information:

- A definition and history of the genre, including classic, benchmark, and currently popular titles and authors.
- An explanation of the various types or sub-genres.
- Popularity and appeal factors as they relate to the genre and sub-genres.
- Influential publishing houses or imprints, publishing trends, and the future of the genre.
- List of resources used to put the presentation together as well as a handout of resources to help library staff and customers find recommendations in the genre.

Genre Topics will be divided between the campus and online students, depending on the final number of registered students. Once they have been divided, the topic list will be distributed among students for sign-up. The eight groups will cover the following genres:

- Literary fiction, world fiction, and "Great Books"
- Narrative nonfiction and short stories
- Biography/Autobiography/Memoir and fictional biographies
- Adventure and Travel (both fiction and nonfiction)
- Science Fiction, Fantasy/mythology, and Science
- Romance, Chic lit, and Family saga
- Mystery, True Crime/Forensics, and Horror
- Historical Fiction, Westerns, and History

**Requirements:**

- The presentations should be at least 20 minutes and no more than 30 minutes in length, excluding time for questions and comments from the audience.
- The presentation will have a visual component using PowerPoint (PPT) or other presentation software. The handout should also be visually appealing with an eye toward helping customers. These will be shared through Courseweb.
- It should be apparent throughout the presentation that the product is a team-effort through a fully-integrated PPT and presentation flow. Practice always shows up positively in a presentation.
- The presenters should engage the audience and encourage participation.
- Campus students are required to watch online students' presentations which will be taped over Fast Track weekend.
- Presenters are responsible for answering any questions or comments on the discussion board.

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Due date: Potentially starting October 4 and going through November 29, depending on how many groups will present as part of the class meeting. We will draw out of a hat to determine who goes on what date and those will be posted in Courseweb as the new due dates.

Point value: 25 points, with each member of the group receiving the same score regardless of individual performance.

Grading: Grading will be done based on the content and other requirements listed above, as described in the Genre Talk Group Presentation rubric.



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**Project: Create a program for adults**

Information: Using the information you have gathered for your community, target audience, and chosen service, create a list of at least 3 potential programs that would support your service. Choose one of those and create a detailed program plan that includes the following:

- Description of the program and its objectives, including how it supports the service.
- List of potential community partners, the role they will play, and why they would be interested in partnering.
- Why this program will work in your chosen community and how you would reach the intended audience to encourage them to participate.

Details of the planning process, including:

- Presenter information (if it isn't library staff ~ if it is, information about them).
- What will be presented.
- Date of event plus a detailed planning/preparation timeline.
- Who participates in the planning and the day of the event and what role each person plays.
- Approximate amount of staff time needed both prior to and the day of the event.
- Budget details, including any marketing pieces, refreshments, or giveaways, even if taken care of through a partnership.
- Marketing plan including description of any printed pieces, who is marketing it, and ways to reach the target audience.

Requirements:

- The document should be 12 pt, single-spaced with two lines in between each section.
- The document, in its entirety, should be between 3-5 pages.
- There should be a list of resources included that were used to put the project together, which does not count in the 3-5 page length.

Due date: Thursday, October 25, 2012 by 3:00 PM EDT.

Point value: 15 points

Grading: Grading will be done based on the content and other requirements listed above, as described in the Program Project rubric.

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**Final Project: Create a specific service for adults**

Information: Each student will plan and develop a public library service for adults. This service will be created for an existing community (although the community is not required to currently have a public library) and will have both physical and virtual aspects. The project is compiled as if it were being presented to the library's director and Board of Trustees and will have the following components:

1. Identify the community which the library serves. This should include demographic, school, local government, Chamber of Commerce, and any other community data and information available in order to paint a picture of the community.
2. Identify the primary audience the service is targeting (even if others will use the service) and provide as much specific information about this group as possible, using both local and national data, to explain why this group should be targeted.
3. State the philosophy of the service you are providing, describing how and why you are starting this service for the target group. Provide details of the components of the service and how it will operate (both in the library and online). Discuss any policies and/or procedures that need to be in place for the service to operate.
4. Describe how you will roll out the service, including how you will get staff up to speed on providing or knowing about the service.
5. List potential community organizations who could partner with the library in order to participate and/or support the service, including why they might be interested in partnering with the library.
6. Compile a list of potential programs that the library could hold that would support or relate to this service and explain the relationship to the service. Include one program that has been completely planned out. [This is a separate assignment.]
7. Identify library resources that will need to be allocated to support this service: staff time, collections, technology, budget, etc.
8. Describe what this service looks like when it is successful. List and describe at least 3 evaluative measurements that could be track that would be useful in deciding if the service has reached success as you've described it.
9. Write a brief paragraph that could be posted on the library's website or used in general marketing material explaining the service to the general public.
10. Write a brief paragraph that could be posted on the library's website or used in marketing material explaining the service to your targeted audience. Explain how you will reach this audience and market to them.
11. Write an introduction to the project that explains what interested you about this community, target audience, and service and a conclusion that describes your learning process throughout the project. Include a list of resources you used to put the project together.

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Requirements:

- The project should be presented as a single document, with a heading for each section as listed above. Each section, however, should be as succinct as possible, presenting enough well-chosen information to convince a group to your side of the argument, which is allocating time and money to the service.
- The document should be 12 pt, single-spaced with 2 lines in between each section.
- The document, in its entirety, should be between 7-10 pages.
- There should be a list of resources included that were used to put the project together, which does not need to be included in the 7-10 page length.

Due dates:

- Thursday, September 20, 2012 by 3:00 PM EDT: Submit as a PDF attachment via email ([mal205@pitt.edu](mailto:mal205@pitt.edu)) for approval your chosen community and important data that you've uncovered that gives an accurate picture of the community.
- Thursday, October 4, 2012 by 3:00 PM EDT: Submit as a PDF attachment via email ([mal205@pitt.edu](mailto:mal205@pitt.edu)) for approval information on your target audience, the service you are providing and a sentence or two about the philosophy of your service.
- Thursday, October 25, 2012 by 3:00 PM EDT: [Separate assignment] Program project due.
- Thursday, December 13, 2012 by 3:00 PM EST: Project report due.

Point value: 35 points total:

- 4 points awarded for community information
- 3 points awarded for target audience and service choice and philosophy statement.
- 28 points for the final project report

Grading: Grading will be done based on the content and other requirements listed above, as described in the Adult Services Final Project rubric.

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**Class Participation and Engagement**

Information: This is defined on page 2-3 of this syllabus and the class norms we put together the first week of class.

Due Date: Entire semester, ending at the last class on December 13.

Point value: 15 points

Grading: Grading will be done based on the requirements listed in this syllabus, as described in the Class Participation and Engagement rubric.

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**Point Total and Final Grading**

Your final grade will be dependent on the total number of points achieved after all assignments have been submitted and points awarded. The total number of points for the class are as follows:

Assignment	Point Values
Reflection Essay 1 and 2	10
Group Presentation	25
Small Project (create a program)	15
Final Project (create a service)	35
Participation and Engagement	15
<b>Point Total for Class:</b>	<b>100</b>

Final point values will be translated to a letter grade at the end of the semester:

Final Points	Final Grade Assigned
100 - 99	A+
98 - 93	A
92 - 90	A-
89 - 87	B+
86 - 83	B
82 - 80	B-
79 - 77	C+
76 - 73	C
72 and below	Failing

Anything below a C does not count toward graduation.